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ABSTRACT

This volume describes and discusses the areas in which children must develop in order to learn to read, emphasizing the recognition of the different rates of development for various children. Contained in this material are suggestions regarding the role of the classroom teacher in assessing the needs of the young child and in planning and organizing for teaching. Lists of resources and materials are offered as references to be used by educators in updating and formulating a prereading program. Group and individual checklists are included to add to the teachers' tools for assessment. The information is also designed to facilitate the process of evaluating and reporting student progress. (LL)

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TEACHING READING SKILLS, VOLUME III

PREREADING

Bulletin No. 246

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

CS 002 163

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PREFACE

Prereading has been prepared as Volume III of *Teaching Reading Skills* (Montgomery County Public Schools Bulletin No. 246). The purpose of this third volume is to assist the teacher in establishing and implementing the prereading program. *It is designed primarily for any teacher who has the responsibility of working with children who have not yet learned to read. When a child is reading or is ready to read, instruction will be geared to the level appropriate at the time, and the teacher will continue to utilize this volume and extend the curriculum by incorporating the reading skills listed on pages 9-19 of the first section of Bulletin No. 246, titled Teaching Reading Skills.* [The second volume of Bulletin No. 246 is entitled *Comprehension – Critical Reading/Thinking Skills.*]

The material in Volume III describes and discusses the areas in which children must develop in order to learn to read. Potential for development differs within each child from area to area. The emphasis, then, is the recognition of these differences and the development of these potentialities.

It is suggested that the prereading program include all areas of the curriculum. The program provides instructional objectives and illustrative assessment measures geared to aid the child and the teacher as they work together to become ready for actual reading instruction.

Contained in this material are suggestions regarding the role of the classroom teacher in assessing the needs of the young child and in planning and organizing for teaching. Since children do not *automatically* become "ready to read," an examination of activities which facilitate this readiness has been made and has resulted in the suggestions to be found here. Lists of resources and materials are offered as references to be used by educators in updating and formulating a prereading program. Group and individual checklists are included to add to the teachers' tools for assessment. The information is also designed to facilitate the process of evaluating and reporting student progress.

While this volume offers a set of guidelines to teachers for designing their prereading programs, it does not, at this point, deal with all of the complex issues which must be resolved in working with the young child. Children with disabilities that relate to learning to read will be discussed in another volume of the bulletin.

This curriculum material should be used along with Volume II of Bulletin No. 246 – *Comprehension – Critical Reading/Thinking Skills* – and in conjunction with the State of Maryland bulletin *Guidelines for Early Childhood Education* and other MCPS curriculum materials, listed on pages 39-42 in *Teaching Reading Skills*, Bulletin No. 246. These materials may be ordered from the MCPS Division of Supply Management, Lincoln Center. *Guidelines for Early Childhood Education* may be ordered from the Maryland State Department of Education.

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Special appreciation must be extended to the people who helped make this document attractive as well as informative.

Illustrator – Edward Shelley
Photographer – William Mills
Children and staff at Woodley Gardens Elementary School

The following MCPS professionals were charged with the specific responsibility of researching, compiling, writing, and editing the material required to make this a comprehensive curriculum guide for teachers of young children.

Edythe G. Adams, Supervisor in Early Childhood Education
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I. POINT OF VIEW

The Montgomery County Public Schools system maintains that a program on prereading must include specific experiences and structured activities which assist children in the process of becoming ready to read. That this state of readiness will occur spontaneously cannot be left to chance. Also, it asserts that when a child is ready for reading instruction, an appropriate reading program is used.

Teachers recognize that children bring a variety of skills with them when they enter the school program. The most fundamental of these, in relation to reading preparation, is the skill the child has in understanding and using language. Although there is a wide spread of language capacities within most groups of children starting to school, the teacher must regard each child's language as worthy. Speakers of other languages, those who speak in particular dialects, and those whose stages of development are at different levels of complexity – all must be considered with respect.

In a program of structured activities, children are encouraged to communicate with one another, expressing themselves through many creative experiences. To dramatize in a housekeeping center, to be an artist in an art "studio," to be a waitress or waiter during snack time, or to be an engineer with blocks are only a few of the opportunities offered to children as they work to build communication skills, learn about their world, and prepare for reading.

Children need a language-centered environment. Throughout the curriculum, young children experiment and explore, dictate and retell, create and share. Opportunities are needed for them to hear dictated stories and to understand the relationships between talking, writing, and reading. Children listen to stories and become aware that other authors use many of the same words that they use.

Children engage in these and other related activities geared to help them progress to the level of development which is optimal for the formal teaching of reading. Then, as activities are being pursued, the actual reading is beginning. As always, differences among children are notable, making it necessary to provide for multi-level needs.

A philosophy of teaching which recognizes the importance of expression and creativity has provided a framework for this bulletin on prereading. Not only are the performance objectives and the ways they are measured intended to help the teacher to determine individual-group needs, they are also offered as suggestions for program.

By setting forth specific areas of learning and delineating skills included in them, teachers can be designing a program which encourages creativity and imagination and yet insures that direction is clearly understood and outcomes can be measured with objectivity.

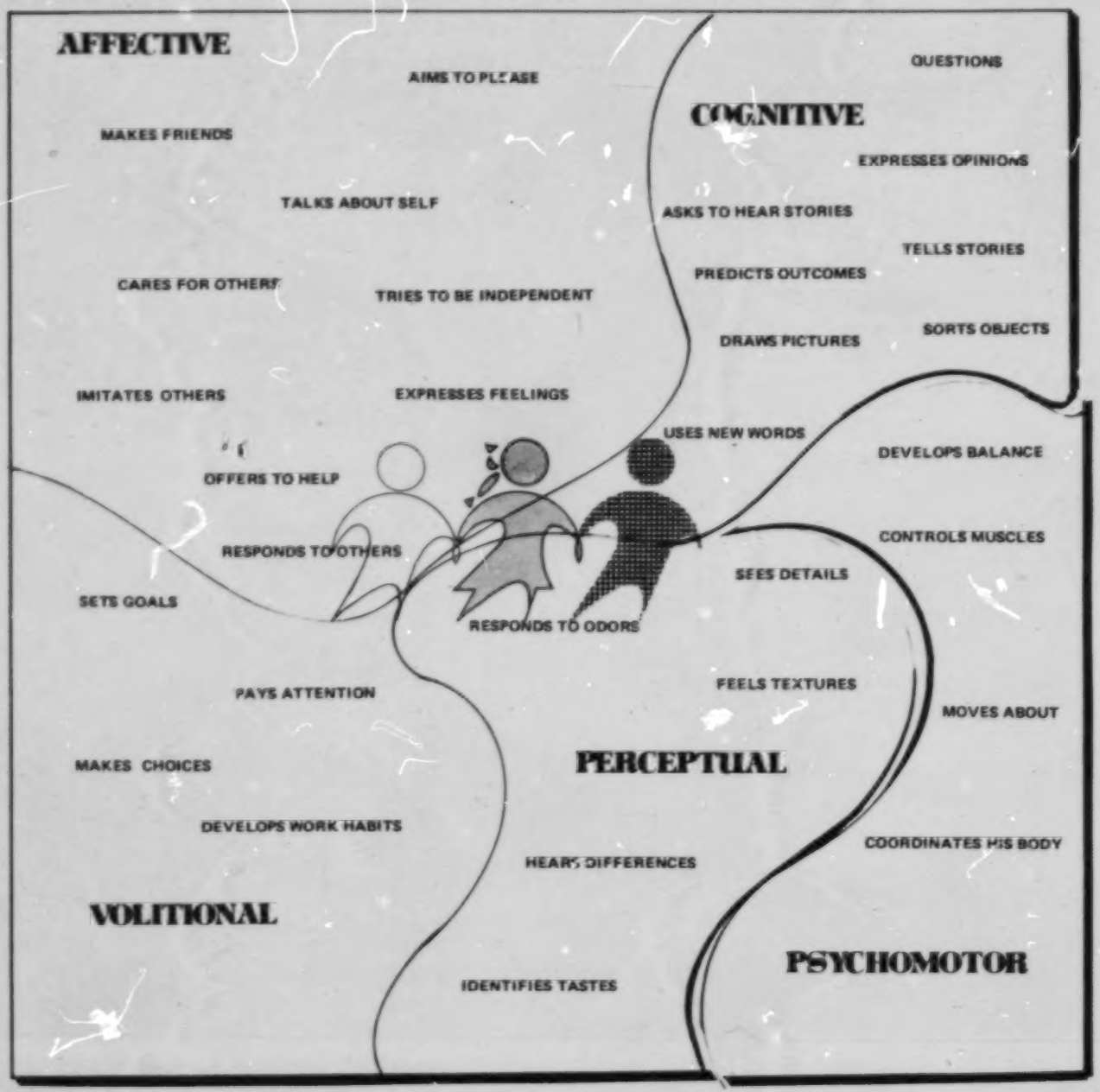
II. THE CHILD

Children of the same chronological age differ greatly and acquire skills, each child according to his or her own individualized style. Teachers must know the general characteristics of children at particular stages of development. It is important to acknowledge how each child in the class applies the many aspects of a unique personality to meet new situations. Thus, the teacher's understanding of the child will facilitate the planning of a program which builds on the strengths and satisfies the needs of the individuals within the group.

Little is known about the degree to which strengthening any one area will result in greater facility in learning. It has been observed, however, that experiencing success in any endeavor builds self-confidence which, in turn, has a positive effect on new learnings and often increases peer acceptance.

When thinking about the child, then, one cannot separate any area of growth from the others; for, in fact, any response which is made by a child calls upon all areas working together. The following puzzle illustration demonstrates the interaction between the various areas of growth as the child strives to reach full potential.

INTERACTION OF THE VARIOUS AREAS OF CHILD GROWTH



III. IDENTIFICATION OF DEVELOPMENTAL AREAS OF PREREADING

Five aspects of child growth and development are recognized as contributing to an interrelated system of behavior operating within the child. These include the affective, psychomotor, perceptual, cognitive, and volitional areas of growth. At all levels of development, it is the total, intact functioning of the individual that produces success. Each child differs from another in his or her potentiality to develop in each of these areas of growth. Also, within an *individual* child there may be differences. For purposes of examination or planning of a program, the following considerations are identified:

Affective
- Feelings about Self
- Relationships to Peers
- Relationships to a Group
- Respect for Property

Psychomotor
- Large Muscle Control
- Small Muscle Control

Perceptual
- Auditory Area
- Visual Area
- Other Sensory Areas

Cognitive
- Word Meanings
- Location/recall
- Translation
- Interpretation
- Prediction
- Application
- Synthesis
- Evaluation

Volitional
- Motivation

The general student outcomes and instructional objectives have been listed under each of the five developmental areas previously identified:

AFFECTIVE

General student outcomes:

1. The child has feelings about self.

Instructional objectives:

The child will

- appear to be free from overly shy or withdrawn behavior
- accept changes in routine
- appear to be happy and well adjusted in school work
- greet new situations enthusiastically
- make mistakes without appearing to be upset
- show independence

- use evaluations for improvement
- solve own problems

2. The child relates to peers.

   Instructional objectives:

   The child will

   - share and play cooperatively with others
   - find acceptance by other children
   - form close relationships with some children
   - offer help when another child needs it

3. The child relates to a group.

   Instructional objectives:

   The child will

   - assume a share of group responsibility
   - conform to rules
   - take turns in securing help from teachers
   - offer ideas
   - seek help from others when needed

4. The child respects property.

   Instructional objectives:

   The child will

   - take care of personal property
   - take care of school's and other people's property
   - organize work space and materials
   - return materials to appropriate places

PSYCHOMOTOR

General student outcomes:

1. The child develops large muscle control.

   Instructional objectives:

   The child will

   - coordinate large muscles to move body from place to place
   - coordinate feet movement with whole body
   - support own weight
   - coordinate eye and movement of body parts

2. The child develops small muscle control.

   Instructional objectives:

   The child will

   - coordinate fine muscles to work with small manipulative materials
   - coordinate fine muscles to use "tools" with control

PERCEPTUAL

General student outcomes:

1. The child develops auditory perception skills.

   Instructional objectives:

   The child will

   - determine the differences in high and low pitch
   - discriminate between environmental sounds
   - match beginning sounds of words
   - select rhyming words
   - separate a particular sound from background noise

- discriminate between rhythmic patterns of sound
- perceive rhythmic pattern

2. The child develops visual perception skills.

Instructional objectives:

The child will

- compare objects in the classroom to his or her own body size
- recognize like symbols
- distinguish a figure from a background
- recognize similarities and differences in objects
- consistently recognize objects/symbols in different forms
- demonstrate eye-hand coordination
- locate objects in space
- interpret spatial relationships
- demonstrate visual memory

3. The child develops the senses of touch, taste, and smell.

Instructional objectives:

The child will

- use touch to identify elements in the environment
- use taste to identify elements in the environment
- use smell to identify elements in the environment

COGNITIVE

General student outcomes:

1. The child associates words with objects and ideas.

Instructional objectives:

The child will

- identify the characteristics of the body
- identify objects in environment
- follow directions involving basic concepts
- identify objects, people, alphabet letters, and concepts by name
- supply synonyms and antonyms of given words
- use the vocabulary of specific subject matter fields
- use vocabulary appropriately when describing actions
- use vocabulary appropriately when describing feelings

2. The child locates/recalls information.

Instructional objectives:

The child will

- observe home and school environment
- question appropriate people (teacher, family, peers, librarian, others in community)
- use instructional materials (pictures, film loops, filmstrips, films, books, etc.)
- remember facts

3. The child translates from one form of communication to another.

Instructional objectives:

The child will

- translate from one form to another

  a) verbal to pictorial
  b) pictorial to verbal
  c) verbal to action
  d) pictorial to action
  e) one verbal to another verbal

f) verbal to nonverbal
g) nonverbal to verbal
h) one level of abstraction to another
i) visual and/or auditory memory to written symbols

4. The child interprets information.

Instructional objectives:

The child will

- identify the main idea in a story
- differentiate between reality and fantasy
- arrange ideas in logical or chronological sequence
- classify ideas in picture form
- make analogies
- draw an inference from pictorial information
- draw an inference from verbal information
- draw an inference from nonverbal information

5. The child makes predictions from data.

Instructional objectives:

The child will

- predict

a) endings of stories
b) beginnings of stories
c) changes in the environment
d) outcomes of science experiments
e) behavior of others
f) consequences of child's own behavior

6. The child applies information to new situations.

Instructional objectives:

The child will

- use generalizations to justify decisions

- apply information gained in specific situations to solve a related problem

7. The child synthesizes ideas into a new form of expression.

Instructional objectives:

The child will

- combine ideas of others with own ideas to

a) inform others
b) describe
c) persuade
d) impress
e) entertain
f) produce original creation

8. The child evaluates.

Instructional objectives:

The child will

- make judgments based on own value system
- offer opinion in terms of own judgment
- use established standards for making judgments about the acceptability of the behavior of others
- use standards in evaluating own art work

VOLITIONAL

General student outcomes:

1. The child develops motivation.

Instructional objectives:

The child will

- pay attention
- set goals with teacher
- set realistic self-goals independently

- persevere
- make choices in social situations
- become involved in making choices in the learning situation
- delay gratification

IV. DEVELOPMENTAL AREAS OF PREREADING

Children need to have successful experiences in a variety of multisensory adventures and to feel approval from persons who are important to them. Although the child develops along several avenues simultaneously, his or her ability to *coordinate* these areas is of immediate concern to the teacher. At no time does the child respond in only one of the areas but instead combines several to react as a total entity. Children, as do all people, act and react as wholes and are great "compensators" if some part is defective. Prereading development is apt to be erratic. There is a need for multisensory and intrasensory activities which will help students use their strengths, compensate for weaknesses, and improve if they are ready. *The importance of the looking, listening, and speaking areas and their correlation with learning to read must be recognized when considering prereading activities.*

In order to plan a program, a teacher focuses attention on the potentialities present in various combinations in the child. These potentialities have been divided into five categories. For the affective, psychomotor, perceptual, cognitive, and volitional areas, specific instructional objectives, illustrative performance objectives, and illustrative assessment measures have been provided to encourage the attainment of general student outcomes.

Because learning is a continuous process, each stage of development must be built upon those which preceded it. Children don't read suddenly and automatically when they reach the age of six years. Readiness to read is a composite of many processes which begin at conception and continue to develop as the individual matures. *Careful and systematic planning is needed in order to facilitate readiness for the miraculous skill of receiving messages from the printed word.*

THE AFFECTIVE AREA

By the time the young child enters school, relationships have been developed – with adults and others – which support or reinforce the child's sense of "self" and the world. The child's experiences, combined with the child's individual characteristics, determine his or her behavior in school. *Only when children have been provided with ways to form positive relationships and to handle their hostility and anxiety are they free to learn at their maximum capacity.* The child's ability to participate in school activities and to relate to those in school will further contribute to feelings about self and others. *The quality of this self-perception, the feeling that he or she is or is not capable, is a variable which will have a significant influence on learning behavior.* Each child possesses an individual potentiality for the development of these feelings which is referred to as the *affective domain.*

Basic to the development of prereading skills, then, is a child's adjustment to school. Willingness to utilize equipment, materials, and ideas depends upon the quality of this adjustment. Ability to communicate with adults and peers within the school setting will play a crucial role in determining each child's progress in reading as well as in all areas of the program.

A. Affective Area: THE CHILD DEVELOPS UNDERSTANDING OF FEELINGS.

1. The child has feelings about self.

AFFECTIVE POTENTIALITIES

General student outcome: 1. The child has feelings about self.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Appear free from overly shy or withdrawn behavior	a) Participate in group activities	a) Engage in rhythmic activities during music
b) Accept changes in routine	b) Adapt to unexpected situations without appearing to be upset or frightened	b) Participate in class activities when substitute (or visiting specialist) takes over class
c) Appear happy and well adjusted in school work	c) Engage in a task with apparent enthusiasm	c) Draw a person whose expression demonstrates a particular way of feeling such as happy, sad, afraid, etc.
d) Greet new situations enthusiastically	d) Appear to be interested as a new curriculum unit is introduced	d) Collect soil for the study of the care and growth of plants
e) Make mistakes without appearing to be upset	e) Continue to participate in school program without undue interruption after making a mistake	e) Rearrange objects to match a given pattern after making an error in a visual memory exercise
f) Show independence	f) Get out work materials and begin a task without help	f) Organize for work such as tacking paper up to easel, pouring rinse water into jar, putting on smock, opening paints, and beginning to paint a picture
g) Use evaluations for improvement	g) Make changes in the way a skill is executed after an evaluation has been made	g) Bounce a ball with control after incorrect ways of handling have been pointed out
h) Solve own problems	h) Improvise when what is needed is not at hand	h) Offer to trade what is available with another child who has what is needed (a fire engine for a dump truck, etc.)

ILLUSTRATIVE ACTIVITIES FOR DEVELOPING AFFECTIVE POTENTIALITIES

1. *The child has feelings about self.*

The child will:

- Relate to classmates a story about a true experience that he or she enjoyed
- Leave activities willingly when the fire drill alarm sounds
- Offer to help distribute materials to classmates
- Greet and introduce new student to classmates and explain classroom routines
- Request another set of materials to redo an art project after making a mistake
- Select an appropriate activity during work period
- Count a set of objects, beginning at the left and continuing right instead of using the previous method of random counting which has been evaluated as being inefficient
- Solve a problem such as improvising a costume from the clothes in the housekeeping corner for a Halloween group-sing

2. The child relates to peers.

AFFECTIVE POTENTIALITIES

General student outcome: 2. The child relates to peers.

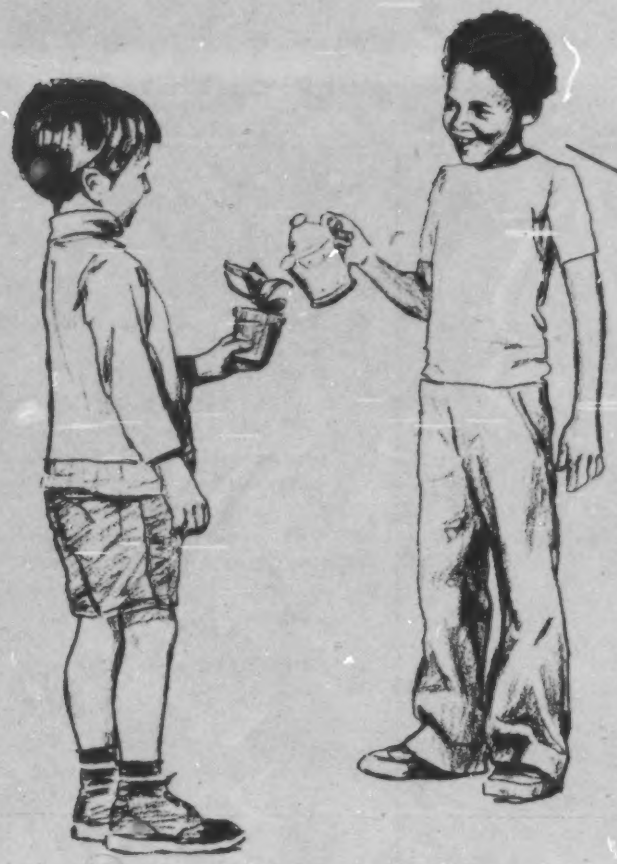
Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Share and play cooperatively with others	a) Participate in a game of Dodge Ball with classmates	a) Willingly take a turn throwing the ball as well as dodging it
b) Find acceptance by other children	b) Be the team leader of a small group working in the block corner	b) Give directions to build a structure, and work with the group to a successful conclusion
c) Form close relationships with some children	c) Choose a partner with whom to work on a science project	c) Choose the same partner to share in other class projects
d) Offer help when another child needs it	d) Join a group of children putting puzzles together	d) Assist another child who is having difficulty in choosing the correct piece for each blank space

2. The child relates to peers.

The child will:

- Divide colored chalk with a classmate so that both can complete their pictures on time
- Lead the class in a familiar song
- Teach a classmate how to play a favorite game in class so that they can play together
- Show a friend who is looking for a book about *The Happy Lion* where the series is located in the school library

3. The child relates to a group.



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AFFECTIVE POTENTIALITIES

General student outcomes: 3. The child relates to a group.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Assume a share of group responsibility	a) Perform a classroom task regularly	a) Water the plants for a week
b) Conform to rules	b) Dramatize safety rules to be followed	b) Respond to fire drill in appropriate ways
c) Take turns in securing help from teachers	c) Wait for teacher to finish helping classmate before asking for help	c) Ask the teacher to aid in putting together a puzzle when teacher is finished working with classmate
d) Offer ideas	d) Participate in class discussions	d) Tell about a situation which contributed to certain feelings such as happiness, sadness, fear, etc.
e) Seek help from others when needed	e) Ask a friend to help	e) Ask a friend to help roll up a large rug

3. The child relates to a group.

The child will:

- Help to plan what song will be sung by the group for the class talent show
- Look at a book while waiting for teacher to finish with others and then offer desired attention
- Tell the group why the monkey George became curious about the open can of paint
- Ask the teacher for help when learning to hang on bars and move across them

4. The child respects property.

AFFECTIVE POTENTIALITIES

General student outcome: 4. The child respects property.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Take care of personal property	a) Protect clothing when working with messy materials	a) Wear a smock when working with paint or clay
b) Take care of school's and other people's property	b) Handle toys and other materials with care	b) Wash dirty hands before touching books and other property
c) Organize work space and materials	c) Gather work materials and arrange them for efficient use	c) Prepare for a cut-and-paste task by placing a magazine, scissors, paste, and paper in a space appropriate for working
d) Return materials to appropriate places	d) Put away materials when completing an activity	d) Put tops on paints, wash brush, and dump out dirty water when painting is finished

4. The child respects property.

The child will:

- Place personal belongings in an appropriate place upon entering the classroom
- Pick up any materials or articles that have fallen on the floor, and move them to a safer place
- Arrange a set of parquetry blocks and pattern cards in an area on the table so that the materials do not interfere with those of other children working at the same table
- Return magnets and related metal objects to the science shelves so that other children can locate them for use

THE PSYCHOMOTOR AREA

The psychomotor potentiality refers to the manipulative or motor skill area as it operates under the control of the brain. Part of a child's interpretation of the surroundings is based on input received as the body parts function in the environment. The child has developed a concept of spatial relationships. Directionality and laterality are orientations to be learned. Body parts are identified. Bodily movements must be controlled, and gross and fine motor skills must be developed. The senses contribute data, and perceptions about the world are formed. Coordination between the parts of the body provides the mechanism for its smooth operation. *Refinements of the various perceptions in conjunction with body coordination lay the groundwork for learning the process of reading.*

B. Psychomotor Area: THE CHILD DEVELOPS MOTOR SKILLS AND CONTROLS.

1. The child develops large muscle control.

PSYCHOMOTOR POTENTIALITIES

General student outcome: 1. The child develops large muscle control.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Coordinate large muscles to move body from place to place	a) Move legs in various ways to transport body	a) Alternate feet when climbing stairs; move in a left-to-right direction while walking on balance beam
b) Coordinate feet movement with whole body	b) Do exercises demanding feet movement in coordination with other parts of the body	b) Perform six Jumping Jacks
c) Support own weight	c) Develop strength in arms and shoulders	c) Hang from a horizontal bar
d) Coordinate eye and movement of body parts	d) Jump in place with eyes focused	d) Jump rope turned by others

ILLUSTRATIVE ACTIVITIES FOR DEVELOPING PSYCHOMOTOR POTENTIALITIES

1. The child develops large muscle control.

   The child will:

   - Hop on each foot
   - Gallop
   - Skip
   - March rhythmically to music
   - Crawl, using both hands and both feet; using right hand and foot; using left hand and foot; using alternate hands and feet
   - Cross a horizontal ladder, alternating hands
   - Climb up and down the jungle gym
   - Walk forward and backward
   - Roll balls at specific targets from various distances
   - Jump rope turned by self
   - Create motions to music
   - Climb a rope to various heights

2. The child develops small muscle control.

PSYCHOMOTOR POTENTIALITIES

General student outcome: 2. The child develops small muscle control.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Coordinate fine muscles to work with small manipulative materials	a) Use fingers and hands to manipulate small materials	a) Complete puzzles
b) Coordinate fine muscles to use "tools" with control	b) Use fingers and hands to manipulate scissors	b) Cut out a set of shapes on or close to the lines

2. The child develops small muscle control.

The child will:

- Mold clay into various shapes to form objects
- Create a design or picture with finger paint
- String beads and tie shoelaces
- Place pegs in a pegboard
- Use crayons to color within the lines of a picture
- Paste pre-cut shapes onto similar shapes pictured on a piece of paper
- Practice cutting sheets of folded paper on the fold
- Pound nails into a log at a workbench
- Draw connecting lines to form a picture on a worksheet with numbered dots
- Make pictures, using geometric shapes
- Trace around forms to reproduce an object or figure
- Manipulate parts of clothing: buttons, zippers, buckles, snaps, ties
- Copy forms from models
- Trace letters
- Copy letters from models
- Fold paper
- Practice folding fabric
- Make counter-clockwise circles on chalkboard
- Make straight sticks from top to bottom on chalkboard, etc.
- Paint with large brush at easel

THE PERCEPTUAL AREA

Perception is the process which occurs in the brain when sensory impressions are transmitted through the body from the outside world and judgments are made about those impressions. A person hears a ringing noise, and recognition or perception becomes a thinking process. One sees a circle as a curved closed line, and again the recognition of it is a mental operation. Past experience is integrated with stimuli, resulting in a perception which brings forth some kind of response.

Along with visual and auditory systems of perception, the child also utilizes what is learned from the other senses of smell, touch, and taste. Again by integrating past experience with present stimuli, the individual is said to have perceived and can then make an appropriate response.

The development of perceptual skills serves several purposes in relation to prereading. These skills will be needed so that the child can differentiate the like from the unlike and can identify symbols and sounds in their proper spatial and temporal relationships. *Perceptual scrutiny, awareness, and differentiation of details in the environment will be needed for cognitive development; and this in turn will have an effect upon reading performance.* One of the goals of the prereading program at all levels is to facilitate reading by strengthening each of the auxiliary systems which must work together in order that the child can learn to read.

C. Perceptual Area: THE CHILD LEARNS ABOUT THE ENVIRONMENT THROUGH THE SENSES.

1. The child develops auditory perception skills.

PERCEPTION POTENTIALITIES

General student outcome: 1. The child develops auditory perception skills.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Determine the differences in high and low pitch	a) Respond according to directions when hearing high and low notes	a) Raise hand when hearing high note, stoop when hearing low note, etc.
b) Discriminate between environmental sounds	b) Respond appropriately when hearing different environmental sounds	b) Name the object which made the sound heard (drum, knock, etc.)
c) Match beginning sounds of words	c) Choose from several objects one that begins with the same sound as boy	c) Hold up a boat from an array of objects
d) Select rhyming words	d) Choose a word which rhymes with a given word	d) Choose dog to rhyme with frog from the following list: dog, cat, snake
e) Separate a particular sound from background noise	e) Respond to teacher's directions above the noise of classroom activity	e) While others are talking, act on teacher's directions to pass out paper to group at the table
f) Discriminate between rhythmic patterns of sound	f) Match like rhythmic patterns	f) Choose from two patterns of sound (triangle-drum-triangle or drum-triangle-drum) the one that matches a given one; e.g., drum-triangle-drum [Note: Instruments should be played out of child's sight.]
g) Perceive rhythmic pattern	g) Reproduce rhythmic pattern	g) Accurately clap out pattern that has been heard

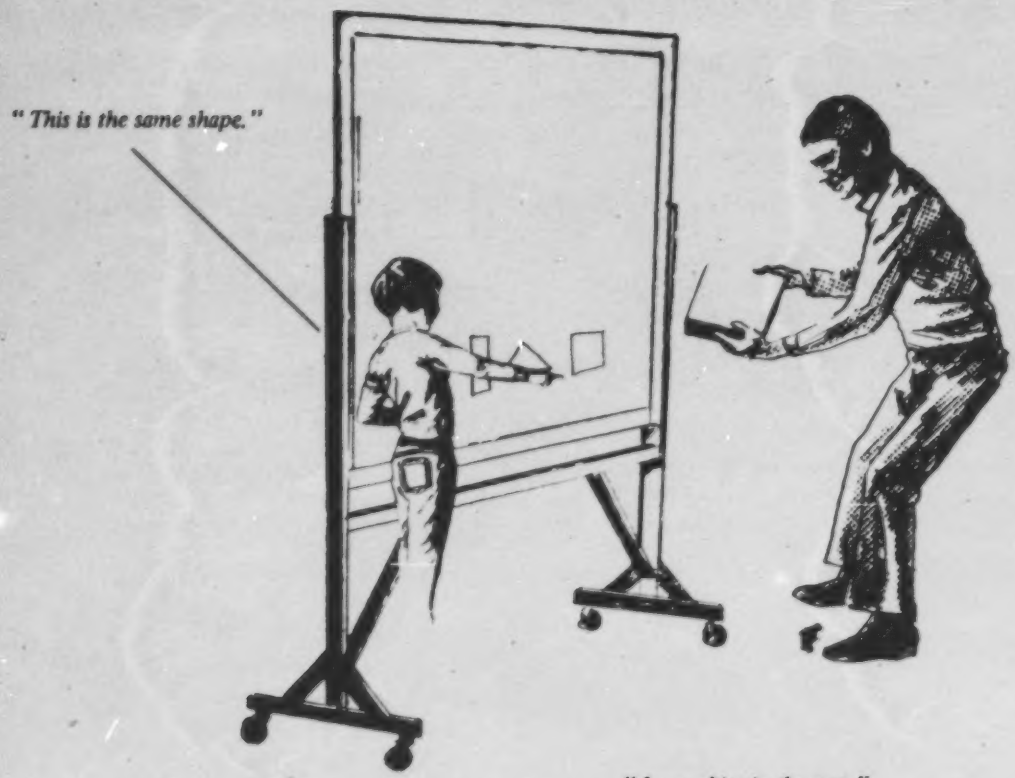
ILLUSTRATIVE ACTIVITIES FOR DEVELOPING PERCEPTUAL POTENTIALITIES

1. The child develops auditory perception skills.

   The child will:

   - March to the rhythm of a piano or record
   - Reproduce sounds (drum, siren, a sheep, etc.)
   - Follow four- or five-step directions (can be given on tape recorder)
   - Supply rhyming words
   - Repeat a song, story, or poem
   - Move to music according to its beat (walking, skipping, running, leaping, etc.)

2. The child develops visual perception skills.



PERCEPTION POTENTIALITIES

General student outcome: 2. The child develops visual perception skills.

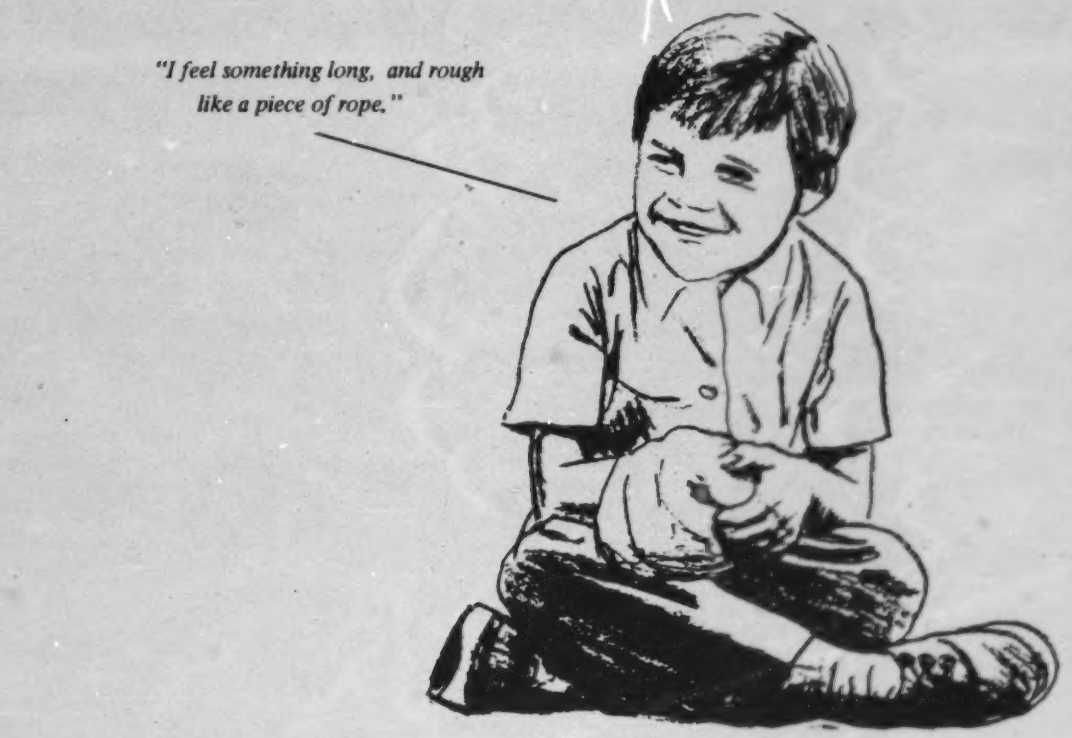
Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Compare objects in the classroom to own body size	a) Compare a piece of furniture to own height	a) Describe the easel as bigger or smaller than self
b) Recognize like symbols	b) Match similar letters in a list of letters	b) Mark all the capital B's
c) Distinguish a figure from a background	c) Recognize the form of an object hidden in a picture	c) Use finger to trace around a wagon found in a picture with a "busy" background
d) Recognize similarities and differences in objects	d) Find the three pictures in a row that are alike	d) Select from a row of six butterfly pictures the three butterflies that have antennae
e) Consistently recognize objects/symbols in different forms	e) Recognize objects belonging to the same class in a box containing various objects from a number of classes	e) Select all the different kinds of balls from a box containing various objects
f) Demonstrate eye-hand coordination	f) Copy forms from models	f) Copy a circle, a square, a triangle
g) Locate objects in space	g) Identify the position of an object in the classroom	g) Identify the object that is closer to the ceiling than the floor (e.g., clock, picture, or flower pot)
h) Interpret spatial relationships	h) Describe how two or more objects are related to one another	h) Describe the fact that a table is between two chairs
i) Demonstrate visual memory	i) Look at a picture and choose one like it from a set of pictures after the first picture has been removed	i) Select from a set of four different arrows a picture of an arrow that matches one which has been shown

2. The child develops visual perception skills.

The child will:

- Match objects which are alike (flannel board figures, lotto cards, duplicate toys, etc.)
- Match letters which are alike (manipulative letters, letters on charts, paper, chalkboard, etc.)
- Move eyes from left to right and from up to down when directed
- Mimic demonstrator and represent people or objects in a finger play, rhyme, or story
- Name all of the items in a picture that can be recalled after the picture has been removed
- Point out where something is missing in a picture which is incomplete
- Match like objects from two columns
- Match words which are alike
- Match sentences which are alike
- Match chart stories or parts of chart stories which are alike

3. The child develops the senses of touch, taste, and smell.



PERCEPTUAL POTENTIALITIES

General student outcome: 3. The child develops the senses of touch, taste, and smell.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Touch to identify elements in the environment	a) Put a hand into a box and locate objects that are similar in texture or letters that are similar in shape	a) Select all the fuzzy objects (e.g., angora, fur, feathers vs. sandpaper, cardboard, burlap) or select all the m's, n's, or p's
b) Taste to identify elements in the environment	b) Close eyes and identify foods by taste	b) Name the foods that have been tasted
c) Smell to identify elements in the environment	c) Identify smell after having sniffed from different containers	c) Identify the odors of objects such as perfume, paint, and soap

ILLUSTRATIVE ACTIVITIES FOR DEVELOPING PERCEPTUAL POTENTIALITIES

3. The child develops the sense of touch, taste, and smell.

The child will:

- Identify a variety of familiar objects by touch only (block, button, ball, pencil, etc.)
- Feel beaded or sandpaper pictures or letters and identify by touch (with eyes closed)
- Name various foods based on recognition of taste (apple slices, banana, cracker, bread, etc.)
- Identify foods by smell (pickles, oranges, strawberries, chocolate, onions, peppermint, peanut butter, etc.)

THE COGNITIVE AREA

The cognitive potentiality includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills. By acting upon the experiences supplied through the senses, the brain develops concepts contributing to the bank of information which, when recalled, assists in interpretation of objects and events. As the child interacts with the world, a system of organizing the data is developed so that the vast amount of material encountered can be handled efficiently. Meaning is attached to words. Understanding and uses of language follow. The ability to classify and categorize is developed. The child becomes attentive to the various attributes present in whatever is being encountered. Further, the cognitive skills of translation, interpretation, prediction, application, synthesis, and evaluation expand building patterns for action which help the child to operate effectively in the surroundings at hand.[1] *As the brain organizes and interprets, it is becoming increasingly prepared for the abstract discipline of reading, with its cognitive demands for revisualization, retention, recall, integration, and association of new material with the old.*

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1. Benjamin S. Bloom (ed.), *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain* (New York: David McKay Co., Inc., 1956).

D. Cognitive Area: THE CHILD THINKS AND USES LANGUAGE.

1. The child associates words with objects and ideas.

COGNITIVE POTENTIALITIES

General student outcome: 1. The child associates words with objects and ideas.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Identify the characteristics of the body	a) Name body parts, including left and right sides	a) Say, "This is my ankle." or "This is my right elbow.", etc.
b) Identify objects in environment	b) Point out an object which is named by the teacher	b) Identify an easel and a bulletin board as the teacher names them
c) Follow directions involving basic concepts	c) Place objects according to the teacher's directions	c) Put the books "on the table"; "under the table"; "next to the pencil"
d) Identify objects, people, alphabet letters, and concepts by name	d) Name objects, children in the classroom, and letters of the alphabet and will use terms associated with concepts	d) Respond to the questions: "What is this?" "Who is this?" "Where is this?"
e) Supply synonyms and antonyms of given words	e) Say a word which has same/ opposite meaning of a given word	e) Use "small" for "little," and the word "big" as the opposite of "little"
f) Use the vocabulary of specific subject matter fields	f) Identify terms used in social studies	f) Raise hand after hearing words that represent methods of transportation: *bus, bench, playhouse, *airplane, *bicycle, bathtub, *truck, *wagon, bed, chair, *sailboat
g) Use vocabulary appropriately when describing actions	g) Use verbs appropriately when interpreting an action picture	g) Describe what is happening in a picture (e.g., "The boy is falling off his bike.")
h) Use vocabulary appropriately when describing feelings	h) Use mood adjectives appropriately when interpreting feelings depicted in picture	h) Describe feelings of the boy in a picture (e.g., "The boy is sad.")

ILLUSTRATIVE ACTIVITIES FOR DEVELOPING COGNITIVE POTENTIALITIES

1. The child associates words with objects and ideas.

   The child will:

   - Name the objects which appear in a picture
   - Demonstrate action words
   - Label pictures
   - Demonstrate the opposite of action words (Given the word "stand," the child sits.)
   - Supply the missing word to complete a sentence
   - Match picture pairs that are opposites (night and day, hot and cold drinks, etc.)

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2. The child locates/recalls information.

COGNITIVE POTENTIALITIES

General student outcome: 2. The child locates/recalls information.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to locate/ recall information:	The child will:	The child will:
a) By observing home and school environment	a) Locate insects in natural habitat at home or at school	a) Find at least two different insects and show them to the teacher
b) By asking questions of appropriate people (teacher, family, peers, librarian, others in community)	b) Ask a visiting fireperson questions about equipment and dress	b) Ask the fireperson how the hat protects the head from falling objects
c) By using instructional materials (pictures, film loops, filmstrips, films, books, etc.)	c) Listen to a record about bees to learn where they build their homes	c) Draw pictures depicting where bees make their homes as described in the record
d) By remembering facts	d) Repeat information remembered	d) Tell home address and/or telephone number

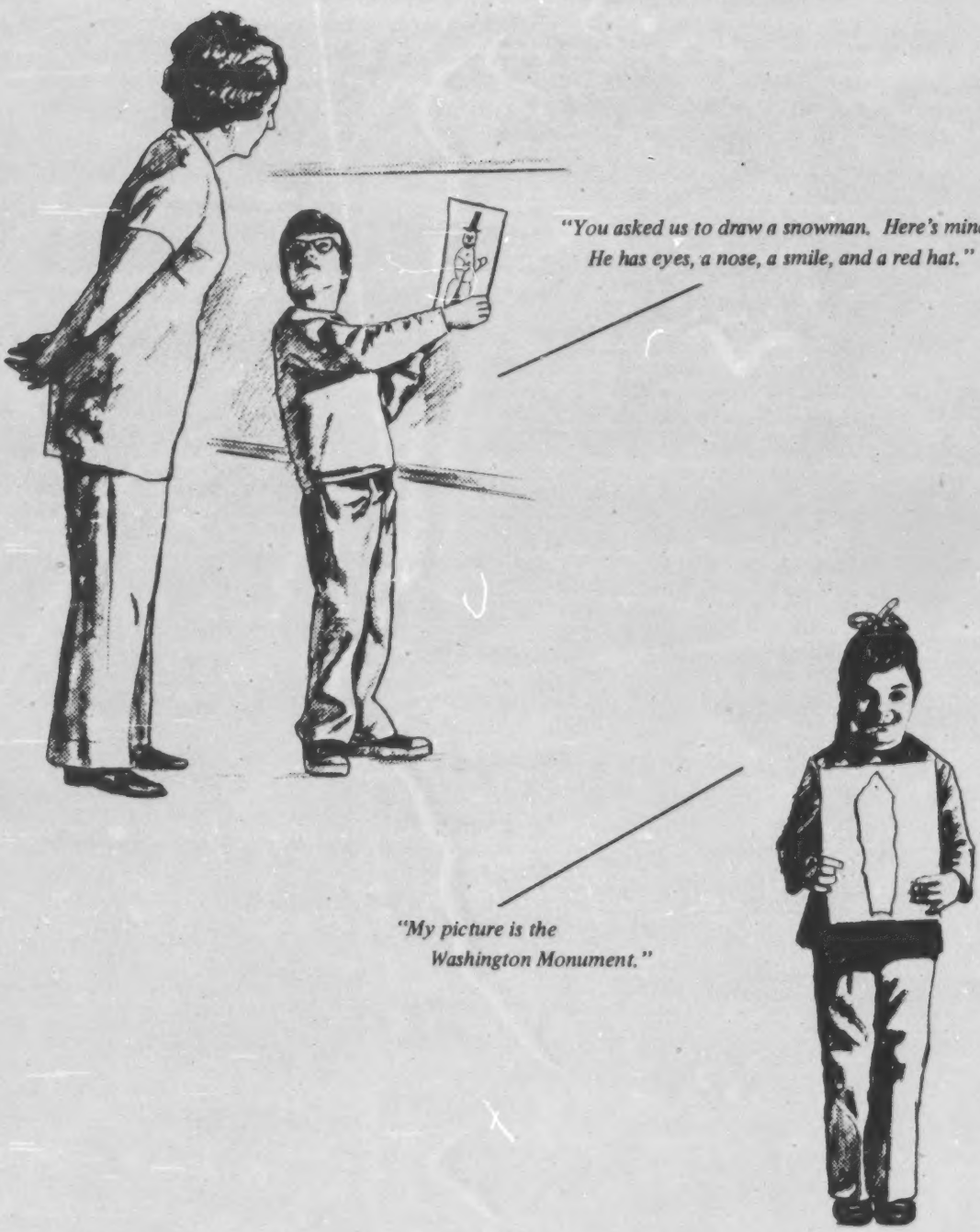
ILLUSTRATIVE ACTIVITIES FOR DEVELOPING COGNITIVE POTENTIALITIES

2. The child locates/recalls information.

The child will:

- Use a reference book to find a picture about an object of curiosity such as a turtle, snakeskin, bird's nest
- Find books on the shelf about members of a classification such as farm animals
- Locate seasonal characteristics in the environment
- Tour the school building to locate the facilities which will be utilized by children
- Make decisions as to whom to ask for information about specific interests (e.g., librarian, nurse, principal, science resource teacher)

3. The child translates from one form of communication to another.



COGNITIVE POTENTIALITIES

General student outcome: 3. The child translates from one form of communication to another.

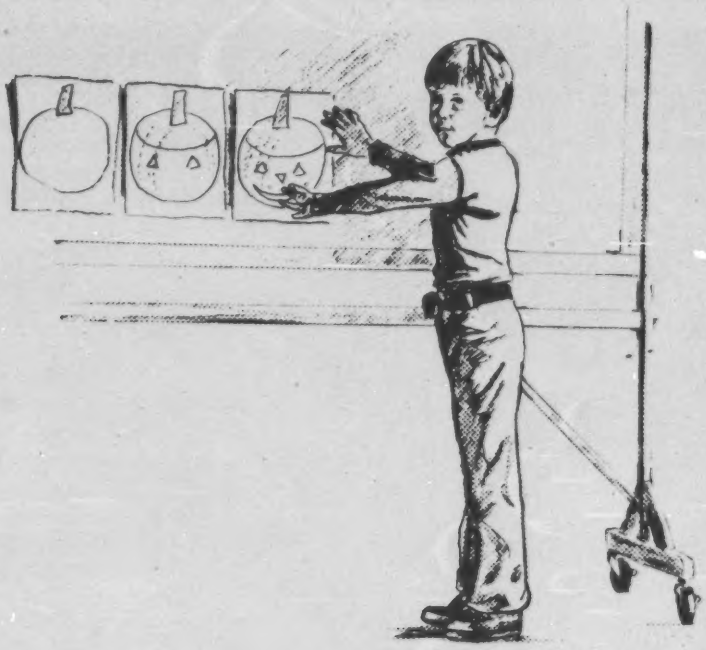
Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to translate from one form to another:	The child will:	The child will:
a) Verbal to pictorial	a) Draw a picture which illustrates part of a story	a) Illustrate appropriately the three bears arriving home after their walk
b) Pictorial to verbal	b) Tell a story about a picture	b) Tell a story about three kittens at play
c) Verbal to action	c) Follow verbal directions one step more than one step	c) Jump three times when asked to do so Open the door, turn on the light, and sit down when asked to do so
d) Pictorial to action	d) Follow pictorial directions for a recipe	d) Make jello, following a picture chart which gives directions
e) One verbal to another verbal	e) Speak as a character does in a story child has heard	e) Portray the Troll in the story *The Billy Goats Gruff*
f) Verbal to nonverbal	f) Illustrate character's behavior in pantomime after hearing a story about the character	f) Pantomime monkeys from *Caps for Sale*; (e.g., yawn, scratch head, jump up and down, throw hat down, etc.)
g) Nonverbal to verbal	g) Explain the nonverbal behavior of another person	g) Interpret the hand signals of the safety patrol (e.g., An upheld palm means stop.)
h) One level of abstraction to another	h) Give an example of something familiar that operates like a lever	h) Suggest a bottle opener
i) Visual and/or auditory memory to written symbols	i) Write from memory	i) Write own name without a pattern or write/draw from dictation

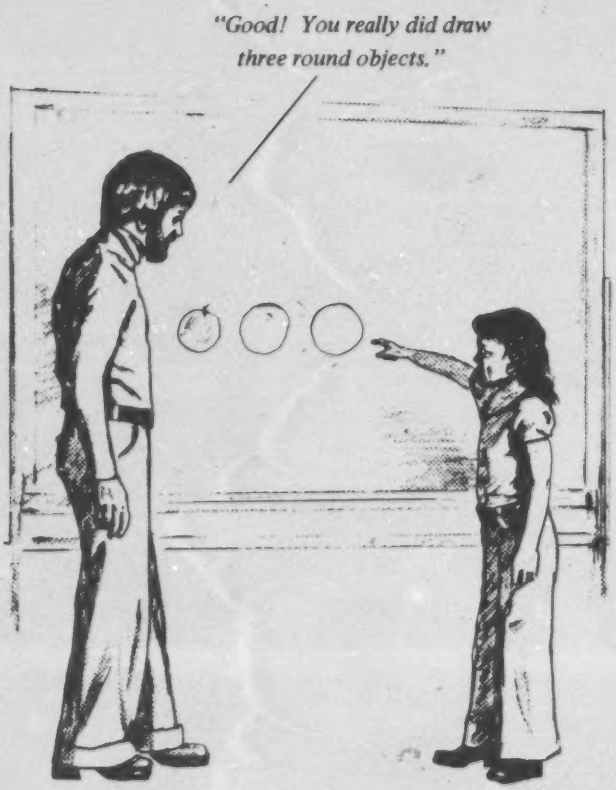
3. The child translates from one form of communication to another.

The child will:

- Match pictures with words (The pictures and words might be in the form of a two-piece jigsaw puzzle.)
- Dramatize a story
- Use puppets to dramatize a story
- Dictate ideas for a story based on the experiences of a field trip
- Describe impressions of a story heard on the listening station
- Tell a story about an experience while referring to a photograph, travel-poster, picture, etc.
- Pantomime or role-play social situation or story for others to interpret
- Read a story previously dictated by self
- Read a story dictated by other authors

4. The child interprets information.





COGNITIVE POTENTIALITIES

General student outcome: 4. The child interprets information.

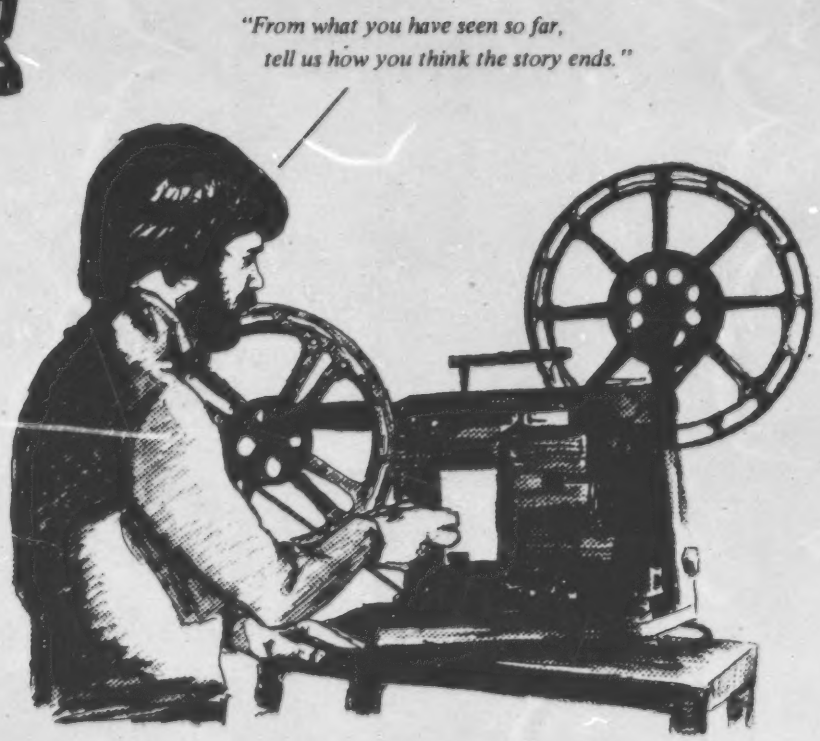
Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Identify the main idea in a story	a) Describe what happened in a story	a) Describe what the mallards were looking for in the story *Make Way for Ducklings*
b) Differentiate between reality and fantasy	b) Label a picture or cartoon "real" or "make believe," and tell why	b) Identify the make-believe part of a cartoon of a dog flying a kite
c) Arrange ideas in logical or chronological sequence	c) Place picture cards in appropriate sequential order	c) Place cards depicting four stages of growth of a human in order from left to right (baby, child, teenager, adult)
d) Classify ideas in picture form	d) Select pictures which belong in the same class	d) Paste on a chart pictures of birds, airplanes, and some insects that fly
e) Make analogies	e) Supply the missing element in an analogy statement	e) A hat is for the head as a mitten is for the _____
f) Draw an inference from pictorial information	f) Explain the reason for behavior depicted in a picture	f) Describe what might have happened to a little girl shown in a picture beside an overturned tricycle, holding one of her knees
g) Draw an inference from verbal information	g) Identify an object after hearing a description of it	g) Identify the animal that is soft, eats lettuce, has long ears, and hops
h) Draw an inference from nonverbal information	h) Describe a person's feelings on the basis of the person's appearance	h) Identify the mood of another person from facial expression and/or body gestures (e.g., "This child is happy.")

4. The child interprets information.

The child will:

- State a sentence about a picture
- Classify objects according to function
- Select a picture that matches a sentence which has been read aloud
- Respond appropriately to given situations (e.g., to pretend to walk through a room where father is sleeping)
- Choose from a collection of pictures one that describes present weather conditions the most accurately
- Pantomime a particular animal or a person in a suggested social situation

5. The child makes predictions from data.



COGNITIVE POTENTIALITIES

General student outcome: 5. The child makes predictions from data.

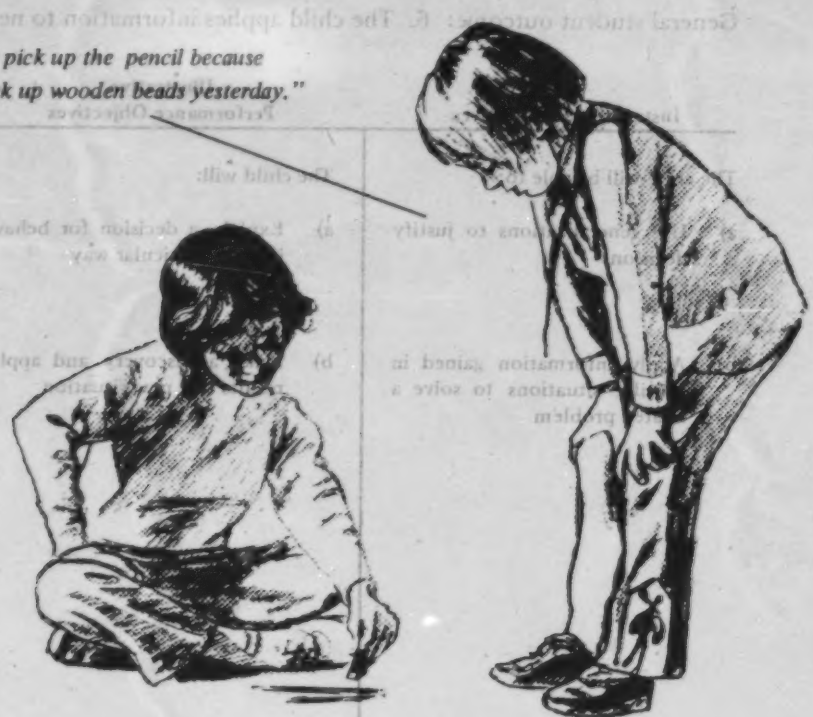
Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to predict:	The child will:	The child will:
a) Endings of stories	a) Predict the ending to stories that have been partially read by the teacher	a) Predict that the camel will fall down and nothing will happen after having heard part of the story of *The Camel Who Took a Walk*
b) Beginnings of stories	b) Listen to the end of a story on a record and tell what the beginning might have been	b) Listen to the end of the story *Horton Hatches the Egg* on a cassette, and predict what the beginning might be (e.g., The child might say, "The elephant found the egg on the ground. He picked it up with his trunk and put it in the nest. And he went up and sat on it.")
c) Changes in the environment	c) Tell what will happen to the out-of-doors during different seasons	c) Describe autumn by saying, "The leaves will change into many different colors and fall to the ground."
d) Outcomes of science experiments	d) Tell what will happen as the result of a science experiment	d) Predict that after 21 days in an incubator, chicks will peck triangular holes in shells and hatch out of their eggs
e) Behavior of others	e) Predict how a person will act during an emergency	e) Predict that the teacher will escort the children out of the building when the fire alarm rings
f) Consequences of child's own behavior	f) State what might happen if he or she behaves in specific ways	f) Predict that going out in the rain without rubbers will result in wet shoes

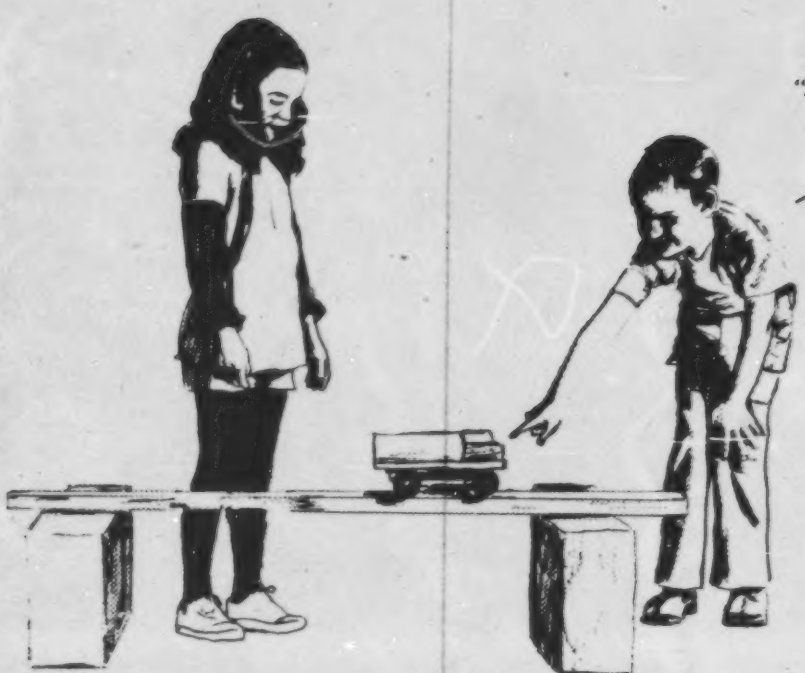
5. The child makes predictions from data.

The child will:

- Select the most appropriate ending to a story from several choices
- State possible occurrences which might "happen next" at several intervals during a story or a film
- Predict what a character in a story might say or do next
- Predict outcomes of science experiments, based on previous experiences (e.g., Which of these objects will float in water? What will happen to a can of water on a very cold day?)

6. The child applies information to new situations.





COGNITIVE POTENTIALITIES

General student outcome: 6. The child applies information to new situations.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Use generalizations to justify decisions	a) Explain a decision for behaving in a particular way	a) Say: "I wanted the paint to spread easier and cover the paper better, so I added liquid starch."
b) Apply information gained in specific situations to solve a related problem	b) Make a discovery and apply results to a new situation	b) Mix blue finger paint with yellow when all the green paint is gone

6. The child applies information to new situations.

The child will:

- Solve problems based on previous knowledge (e.g., Explain how to get from one side of a brook to another without getting wet.)
- Give solutions for current concerns (e.g., What can we do about water pollution?)
- Explain how to estimate need. e.g.,

  a) How to determine how many cupcakes would be needed for Halloween party

  b) What to wear on a cold and snowy day

7. The child synthesizes ideas into a new form of expression.

COGNITIVE POTENTIALITIES

General student outcome: 7. The child synthesizes ideas into a new form of expression.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Combine ideas of others with own ideas to	a) Combine ideas to	a) Express ideas; e.g.,
(1) Inform others	(1) Tell the class how to do something based on past experience	(1) Describe how to plant a bean seed (needs a planter or a plot of ground, some water, etc.)
(2) Describe	(2) Name the attributes of some object	(2) Describe an apple
(3) Persuade	(3) Give reasons why friends should join an activity	(3) Tell why playing with trucks will be fun ("Because we can make roads in the dirt," etc.)
(4) Impress	(4) Tell the class of an accomplishment	(4) Tell about learning to ride a bike without training wheels
(5) Entertain	(5) Imitate a character from a favorite story	(5) Imitate the cat in the story *The Cat in the Hat*
(6) Produce original creation	(6) Work with clay or other art materials to create art object	(6) Make a sculpture of an animal in natural surroundings

ILLUSTRATIVE ACTIVITIES FOR DEVELOPING COGNITIVE POTENTIALITIES

7. The child synthesizes ideas into a new form of expression.

The child will:

- Create a picture to illustrate concepts learned during a unit of study such as the circus
- Share an experience with class
- Play house in the housekeeping corner
- Build structures in the block corner
- Set up grocery store in classroom
- Dictate original stories

8. The child evaluates.

"I like my book better than yours 'cause mine has horses in it."

"Let's switch places and see which blocks make the best seat."

COGNITIVE POTENTIALITIES

General student outcome: 8. The child evaluates.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child will be able to:	The child will:	The child will:
a) Make judgments based on own value system	a) Name a favorite part of a film and explain why this was chosen	a) Tell which part of the film *The Red Balloon* was a favorite and why
b) Offer opinion in terms of own judgment	b) Tell why a particular school activity is important	b) Tell why patrols are important to the safety of children
c) Use established standards for making judgments about the acceptability of the behavior of others	c) Discuss regulations to be followed during a school procedure, and judge behavior accordingly	c) State whether or not fire drill regulations were followed in a drill just held
d) Use standards in evaluating own art work	d) Make judgments about own accomplishments	d) Select one object from several pieces of work and tell why

8. The child evaluates.

The child will:

- Give an opinion of a tower of blocks built by a friend
- Show pride in accomplishments by explaining their good points
- Tell why community helpers are important people in the community
- Choose a favorite part of a story which has been read aloud, and give reasons for the selection
- Participate in a discussion about a recently completed activity in order to decide how to improve upon it
- Discuss with the teacher favorite aspects of the daily schedule, and give the reasons for the choices

THE VOLITIONAL AREA

A fifth area of human potential focuses attention upon the drives which motivate each individual to behave in a unique way. This "will to learn" differs in direction and intensity from person to person. *Everyone has an intention or purpose for behaving in a certain way. Hence, purpose plays a vital role in the process of developing each capacity to its maximum.*

Children can be assisted in developing volitional competence. They can be helped to set goals and to make choices which will lead to the attainment of these goals. Activities designed to develop attentive skills can train children to focus on, to persevere in, and to complete a task. A child can be encouraged to value a job well done, which, in turn, can raise the level of self-expectations which the child is building. These volitional competencies become crucial as the child prepares for learning to read.

E. Volitional Area: THE CHILD DEVELOPS MOTIVATION.

VOLITIONAL POTENTIALITIES

General student outcome: 1. The child develops motivation.

Instructional Objectives	Illustrative Performance Objectives	Illustrative Assessment Measures
The child is willing to:	The child will:	The child will:
a) Pay attention	a) Observe the teacher giving a demonstration	a) Use strips of paper on a precut form to create a pattern that holds together as a placemat – following the demonstration by the teacher
b) Set goals with teacher	b) Select a task to be completed such as finding a designated number of pictures to illustrate a beginning consonant sound	b) Select five objects that begin with d (e.g., duck, door, dog, dirt, donut)
c) Set realistic self-goals independently	c) Plan an activity without assistance	c) Build a structure with blocks
d) Persevere	d) Continue to work on a task independently (e.g., selecting cards from two sets which belong together)	d) Work at a task (e.g., matching pictures of objects with persons, such as thermometer/doctor; letter/mailperson; whistle/policeperson; etc.) for a designated period of time
e) Make choices in social situations	e) Choose to participate in a specific school activity	e) Choose to play jacks with peers during "free play"
f) Become involved in making choices in the learning situation	f) Choose to work on a committee involved in culminating activities for a unit of study	f) Choose to work with the group of children who will make papier mâché vegetables after studying nutrition
g) Delay gratification	g) Wait to fulfill a need until other tasks are completed or until the appropriate time has arrived	g) Wait to eat cookie until everyone has been served

ILLUSTRATIVE ACTIVITIES TO DEVELOP VOLITIONAL POTENTIALITIES

1. The child develops motivation.

   The child will:

   - Decide on an activity to pursue with the teacher (e.g., what math group to work with during work time)
   - Determine personal goals (e.g., deciding how many problems to complete in a given time)
   - Listen to a series of directions (e.g., getting art materials, being a messenger to the office, etc.) and follow through on them
   - Attend to a task (e.g., watching the movie screen to identify circular objects while the teacher uses an overhead projector to flash the transparencies on the screen)
   - Listen (e.g., identifying colored pictures as the teacher tells a story that refers to colors)
   - Persevere in a task to completion (e.g., counting the number of red blocks in a box until all have been counted)
   - Make choices (e.g., choosing between several alternatives such as what book to read in the library, what playground activity to participate in, etc.)

SUMMARY: THE FIVE DEVELOPMENTAL AREAS OF PREREADING

A child's learning and behavior are influenced by all of the potentialities working together in a concerted effort to help the child to succeed. The psychomotor, perceptual, and cognitive are areas which lend themselves to a degree of objective measurement. Equally important, however, but difficult to assess, are the potentialities for positive affective and volitional competencies. We can only hypothesize about them as we observe the child's overt behavior.

Opportunities must be provided for successful achievement so that children can realize their full potentialities in all areas of growth and development.

V. THE ROLE OF THE TEACHER

The classroom teacher is the central figure in the team of people who carry out the reading program in MCPS. *Whether, and how well, a child learns to read is very much dependent on the teacher.* No matter what curriculum guides a school system has – or how many kinds of instructional materials are available – the responsibility for knowing the strengths of each youngster and finding the means for helping to develop new strengths rest with the classroom teacher.[2]

Any discussion of the role of the teacher of prereading skills should parallel the views, as cited above, which have been expressed in the MCPS bulletin on reading. A list of typical responsibilities would include:

1. Attaining a general knowledge of the characteristics of young children
2. Identifying pupils' levels of achievement of prereading/reading skills
3. Assessing strengths and needs of individual students
4. Setting up learning experiences to meet needs of individuals and groups
5. Gathering teaching-learning materials with an awareness of the latest materials available
6. Keeping systematic records of the prereading/reading development of each child
7. Soliciting support from other resources when needed
8. Evaluating the on-going program for group and individual instruction
9. Communicating with parents about program and student progress

Within the above framework, there are many opportunities for the teacher of young children to provide a creative, flexible, and varied program. In addition to assisting children to become adjusted to life in school, the teacher also helps them to gain greater emotional and social maturity. Some motor and perceptual activities are planned to increase psychomotor capabilities. Through broadening the background of the child's experience, the teacher helps to develop the competencies which are essential to ultimate success in reading. This is frequently accomplished by helping the child increase his or her vocabulary – both speaking and understanding. The teacher works to increase the child's interest in reading by encouraging an awareness of the functions of reading. Whenever a child appears to be ready, the teacher begins formal reading instruction.

The teacher is available to guide children as they work individually and in groups. In encouraging pupils to learn from one another, the teacher extends and clarifies experiences in a personalized way as they occur.

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2. *Teaching Reading Skills*, MCPS Bulletin No. 246, p. 2.

After planning the curriculum and the classroom environment, then, the teacher acts as a facilitator of learning, ready to take advantage of those "teachable moments" which occur so often when teachers and children are interacting.

SUPPORT SYSTEMS FOR TEACHERS

The classroom teacher is surrounded by a support system of people and materials. There are instructional personnel in each area, responsible for providing guidance and assistance to teachers. Included in this group are the reading teacher who is available to the school; the area-based specialist in reading; the area-based reading diagnostician; and the school's pupil personnel worker and psychologist. Many teachers have instructional aides and community or parent volunteers who work with them in preparing materials and in tutoring individual students or small groups. Other services are offered through the offices of the six administrative areas of the Montgomery County school system. In addition, the teachers may secure assistance from the MCPS Department of Educational Media and Technology (DEMAT). Suggestions for professional media for teachers and instructional media for teachers and children may be found in the "Annotated Bibliography" of this bulletin, pp. 103-130.

For further information on supplementary services, the reader is referred to the materials section of the *Teaching Reading Skills*, MCPS Bulletin No. 246, pages 3-4 and 39-50.

VI. WAYS OF ASSESSING ACHIEVEMENT

In order to determine the needs of each child and the level of achievement, the teacher will utilize a number of techniques. Included in these may be observation, informal teacher-made tests, and standardized tests.

The teacher engages in diagnosing problems and detecting needs by trying out certain techniques and carefully noting the performance of the child. If the child succeeds in a given task, then the cue is to move on and offer a more advanced lesson. If not, another method may be tried. As a result of this process, the teacher can determine the child's most efficient style of learning and can make decisions as to appropriate methods of teaching.

Even at the prereading level, it is recommended that activities be geared to the child's strengths while at the same time trying to help to improve modalities which may be weaker. If a child responds efficiently to stimuli which are presented aurally (e.g., follows directions well) but has difficulty in seeing likenesses and differences, a teacher would try to present much of the readiness material through sounds. At the same time, activities would be offered which would help to sharpen the child's visual perception skills.

These informal methods of finding out about children comprise the bulk of the assessments which the classroom teacher makes. If the teacher wants to know whether the child has learned the letters of the alphabet, for example, the child is asked to name them and the results are recorded. Plans can then be made for future teaching. More informally, much of the teacher's assessment of a child's level of development takes place during the course of the normal school day rather than in an isolated testing situation. For example, if a teacher wishes to learn whether a child can skip, some members of the class are invited to participate in a skipping activity.

Teachers also use standardized tests to determine the level of achievement of their children as compared with local and national levels as well as with that of the sample population, on which the tests have been normed. The school system uses these standardized tests as one means of evaluating its overall program.

For these tests to be useful to the classroom teacher, however, it is necessary to go beyond the total score and determine what items or types of items the child missed and then to develop a program based on these findings. Often a teacher can detect a pattern of errors which gives clues to gaps in the child's achievement and provides a guide for individualized instruction. A child may be found to miss items which involve an understanding of some basic concept such as "under," "middle," or "less than." A test should be carefully studied before being administered to students to insure that it is appropriate for collecting the data desired and not repetitious of data already obtained.

The following list of tests will provide the teacher with suggestions on what to use to determine the instructional level of each individual child. It is assumed that in any one class, there is a wide range of achievement. For this reason, the following information about achievement tests is included along with the preschool and reading readiness lists. In some cases, the information provided is taken from the individual companies' brochures.

Boehm Test of Basic Concepts, the Psychological Corporation, 1969, Form A, Kindergarten through Grade 2

The Boehm Test of Basic Concepts is a picture test designed to appraise the young child's

mastery of concepts that are commonly found in preschool and primary grade instructional materials and that are essential to understanding oral communications from teachers and fellow pupils. The BTBC is designed as both a diagnostic and a remedial or teaching instrument. The test identifies not only children whose understanding of basic concepts is low but also the particular concepts that children don't know. The test is hand-scored and is designed to be administered either to groups of children or to individuals. It requires 20 minutes.

Clymer-Barrett Prereading Battery and Prereading Rating Scale. Personnel Press, Inc., 1967, Forms A and B, Kindergarten and Grade 1

The Clymer-Barrett Prereading Battery consists of six tasks organized into three categories: visual discrimination, auditory discrimination, and visual-motor coordination. This screening test is administered to groups of children and requires approximately 90 minutes.

Included in this battery is the Prereading Rating Scale which is an observational checklist. This scale assists teachers in developing a number of helpful insights about their pupils. The findings help in identifying those factors which may relate to a child's success in prereading and early reading experiences. Although this scale is included with the battery, it is optional.

Cooperative Preschool Inventory, Educational Testing Service, 1970, Preschool and Kindergarten

The test is designed to measure achievement in areas regarded as necessary for success in school. The inventory explores the child's knowledge of the personal world and the ability to follow verbal directions. The child is asked to give name and age, name various parts of the body, and follow such instructions as raising one hand or placing an object in a verbally designated position. The test is given to children individually and requires approximately 15 minutes.

Developmental Test of Visual-Motor Integration, Follett Educational Corporation, 1967, Primary and Early Primary Grades

This test is a series of 24 geometric forms to be copied with pencil on paper. The format is suitable for both group and individual administration. Since visual-motor behavior is a composite of other behaviors including visual perception and motor coordination, techniques for determining specific areas of difficulty are provided.

Metropolitan Readiness Tests, Harcourt Brace Jovanovich, Inc., 1965, Kindergarten and Grade 1, Forms A, B

These tests assess important aspects of readiness for formal first grade instruction in the following areas: linguistic maturity; perceptual abilities; muscular coordination and motor skills; number and letter knowledge; ability to follow directions; and attention span.

These tests are designed to be administered to groups of children or to individuals and are given in three sittings requiring a total of approximately 60 minutes.

Murphy-Durrell Reading Readiness Analysis, Harcourt Brace Jovanovich, Inc., 1964-1965, Kindergarten and Grade 1

The Murphy-Durrell Reading Readiness Analysis tests are group tests of abilities essential to success in beginning reading: identifying capital and lower case letters named by the examiner and recognizing sight words one hour after they have been taught. These tests are administered in two sittings requiring a total of approximately 60 minutes.

Primary Visual-Motor Test, Grune and Stratton, Inc., 1970, Preschool and Primary Grades

The test is designed to serve two functions: the assessment of visual-motor development in the preschool and early primary grades and the evaluation of deviations in visual-motor functioning. The test is administered individually to children, and time required depends on the child.

Slingerland Prereading Screening, Educators Publishing Services, Inc., 1968, Kindergarten and Grade 1

The series of tests includes discrimination of letter forms; visual perception; visual memory; copying forms; auditory discrimination; and letter knowledge. The tests are administered to groups of children in three sittings.

Stanford Early School Achievement Test, Harcourt Brace Jovanovich, Inc.; Level I, Kindergarten and Beginning Grade 1, 1969; Level II, Grade 1, 1971

(These tests are also available in a Spanish edition.)

The test measures cognitive ability. Subscores are: the environment; mathematics; letters and sounds; aural comprehension; word reading; and sentence reading. SESAT II is designed for children who have been exposed to formal instruction. SESAT I, which can be administered to youngsters who have not been involved in a prescribed kindergarten program, is also available.

These tests are designed to be administered either to groups of children or to individuals. Level I tests are given in five sittings that range from 15 to 20 minutes each. Level II tests are given in six sittings that require 20 minutes each.

Steinbach Test of Reading Readiness, Scholastic Testing Service, Inc., 1965, End of Kindergarten Entering Grade 1

The test indicates areas of strength and weakness of children in the following four areas: visual acuity; memory of letter and word forms; the ability to relate sounds and pictures; and the ability to relate verbal concepts and illustrations. The tests may be administered to ten or twelve children at once or to individuals. The total working time is about 40 minutes.

Test of Basic Experiences, CTB, McGraw-Hill, 1971; Level K, Preschool and Kindergarten; Level L, Kindergarten and Grade 1

(The tests are also available in a Spanish edition.)

These picture tests measure the presence or absence of concepts and experiences essential for effective classroom participation. Subtests are language, mathematics, science, social studies, and general concepts.

The Post Test Instruction Cards for TOBE have been designed to help the teacher apply test results in the classroom. These tests are designed to be administered to groups of children or to individuals. Each subtest requires 25 minutes.

For more information on these tests and descriptions about other standardized tests, the teacher is referred to the *Annotated List of Standardized Tests,* Elementary Level, compiled in August 1972 by the Department of Pupil and Program Appraisal, Montgomery County Public Schools. These lists are available in each school.

An individual checklist on the "Developmental Areas of Prereading," which is coordinated with the instructional objectives, can be seen on pages 92-94. This form (MCPS Form 345-17, October 1974) is available through the Division of Supply Management. A sample group checklist in the Volitional Area is on page 95, and a sample form designed for teachers to adapt to use with a group of children is on page 97. These checklists provide one method available to aid a teacher in recording the progress of children.

VII. CHECKLISTS: AREAS OF GROWTH

In order for teachers to plan and develop programs for children, they must have knowledge of how individual children are developing. A teacher gains this knowledge in many ways and decides individual methods of recording it for future reference. The following checklists are to help the teacher to discover strengths and weaknesses of children in various areas of growth. Many learning situations provide opportunities for a teacher to observe children in the educational environment. It is only in isolated cases that it is necessary to set up a formal testing situation. After careful analysis of a child's behavior, the teacher is prepared to begin to develop a program which will provide an appropriate learning environment and will improve the educational opportunities for the child. *The checklists are designed to give a profile of these needs and assist the teacher in the task of planning programs for children.*

Department of Curriculum and Instruction
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

CHECKLIST FOR DEVELOPMENTAL AREAS OF PREREADING

Name of Student | I.D. No.

Name of School | School Year 19__ – 19__

Prereading, Teaching Reading Skills, Bulletin No. 246

SUGGESTED CODING:
☐ Objective not introduced ☒ Objective partially attained ▨ Objective begun ■ Objective attained

Dates (Mo. Yr.) / / /

Dates (Mo. Yr.) / / /

AFFECTIVE AREA

1. HAS FEELINGS ABOUT SELF
- ☐☐☐ Appears to be free from overly shy or withdrawn behavior
- ☐☐☐ Accepts changes in routine
- ☐☐☐ Appears to be happy and well adjusted in school work
- ☐☐☐ Greets new situations enthusiastically
- ☐☐☐ Makes mistakes without appearing to be upset
- ☐☐☐ Shows independence
- ☐☐☐ Uses evaluations for improvement
- ☐☐☐ Solves own problems
- ☐☐☐ _____
- ☐☐☐ _____

2. RELATES TO PEERS
- ☐☐☐ Shares and plays cooperatively with others
- ☐☐☐ Finds acceptance by other children
- ☐☐☐ Forms close relationships with some children
- ☐☐☐ Offers help when another child needs it
- ☐☐☐ _____
- ☐☐☐ _____

3. RELATES TO A GROUP
- ☐☐☐ Assumes a share of group responsibility
- ☐☐☐ Conforms to rules
- ☐☐☐ Takes turns in securing help from teachers
- ☐☐☐ Offers ideas
- ☐☐☐ Seeks help from others when needed
- ☐☐☐ _____
- ☐☐☐ _____

4. RESPECTS PROPERTY
- ☐☐☐ Takes care of personal property
- ☐☐☐ Takes care of school's and other people's property
- ☐☐☐ Organizes work space and materials
- ☐☐☐ Returns materials to appropriate places
- ☐☐☐ _____
- ☐☐☐ _____

PSYCHOMOTOR AREA

1. DEVELOPS LARGE MUSCLE CONTROL
- ☐☐☐ Coordinates large muscles to move body from place to place
- ☐☐☐ Coordinates feet movement with whole body
- ☐☐☐ Supports own weight
- ☐☐☐ Coordinates eye and movement of body parts
- ☐☐☐ _____
- ☐☐☐ _____

PSYCHOMOTOR AREA (Continued)

2. DEVELOPS SMALL MUSCLE CONTROL
- ☐☐☐ Coordinates fine muscles to work with small manipulative materials
- ☐☐☐ Coordinates fine muscles to use "tools" with control
- ☐☐☐ _____
- ☐☐☐ _____

PERCEPTUAL AREA

1. DEVELOPS AUDITORY PERCEPTION SKILLS
- ☐☐☐ Determines the differences in high and low pitch
- ☐☐☐ Discriminates between environmental sounds
- ☐☐☐ Matches beginning sounds of words
- ☐☐☐ Selects rhyming words
- ☐☐☐ Separates a particular sound from background noise
- ☐☐☐ Discriminates between rhythmic patterns of sound
- ☐☐☐ Perceives rhythmic pattern
- ☐☐☐ _____
- ☐☐☐ _____

2. DEVELOPS VISUAL PERCEPTION SKILLS
- ☐☐☐ Compares objects in the classroom to own body size
- ☐☐☐ Recognizes like symbols
- ☐☐☐ Distinguishes a figure from a background
- ☐☐☐ Recognizes similarities and differences in objects
- ☐☐☐ Consistently recognizes objects/symbols in different forms
- ☐☐☐ Demonstrates eye-hand coordination
- ☐☐☐ Locates objects in space
- ☐☐☐ Interprets spatial relationships
- ☐☐☐ Demonstrates visual memory
- ☐☐☐ _____
- ☐☐☐ _____

3. DEVELOPS THE SENSES OF TOUCH, TASTE, AND SMELL
- ☐☐☐ Uses touch to identify elements in the environment
- ☐☐☐ Uses taste to identify elements in the environment
- ☐☐☐ Uses smell to identify elements in the environment
- ☐☐☐ _____
- ☐☐☐ _____

MCPS Form 345-17, October 1974

	Dates (Mo. Yr.)				Dates (Mo. Yr.)		
	/	/	/		/	/	/

COGNITIVE AREA

1. ASSOCIATES WORDS WITH OBJECTS AND IDEAS

- ☐☐☐ Identifies the characteristics of the body
- ☐☐☐ Identifies objects in environment
- ☐☐☐ Follows directions involving basic concepts
- ☐☐☐ Identifies objects, people, alphabet letters, and concepts by name
- ☐☐☐ Supplies synonyms and antonyms of given words
- ☐☐☐ Uses the vocabulary of specific subject matter fields
- ☐☐☐ Uses vocabulary appropriately when describing actions
- ☐☐☐ Uses vocabulary appropriately when describing feelings
- ☐☐☐ _____
- ☐☐☐ _____

2. LOCATES/RECALLS INFORMATION

- ☐☐☐ Observes home and school environment
- ☐☐☐ Questions appropriate people (teacher, family, peers, librarian, others in community)
- ☐☐☐ Uses instructional materials (pictures, film loops, filmstrips, films, books, etc.)
- ☐☐☐ Remembers facts
- ☐☐☐ _____
- ☐☐☐ _____

3. TRANSLATES FROM ONE FORM OF COMMUNICATION TO ANOTHER

Translates from one form to another

- ☐☐☐ a) Verbal to pictorial
- ☐☐☐ b) Pictorial to verbal
- ☐☐☐ c) Verbal to action
- ☐☐☐ d) Pictorial to action
- ☐☐☐ e) One verbal to another verbal
- ☐☐☐ f) Verbal to nonverbal
- ☐☐☐ g) Nonverbal to verbal
- ☐☐☐ h) One level of abstraction to another
- ☐☐☐ i) Visual and/or auditory memory to written symbols
- ☐☐☐ _____
- ☐☐☐ _____

4. INTERPRETS INFORMATION

- ☐☐☐ Identifies the main idea in a story
- ☐☐☐ Differentiates between reality and fantasy
- ☐☐☐ Arranges ideas in logical or chronological sequence
- ☐☐☐ Classifies ideas in picture form
- ☐☐☐ Makes analogies
- ☐☐☐ Draws an inference from pictorial information
- ☐☐☐ Draws an inference from verbal information
- ☐☐☐ Draws an inference from nonverbal information
- ☐☐☐ _____
- ☐☐☐ _____

COGNITIVE AREA (Continued)

5. MAKES PREDICTIONS FROM DATA

Predicts

- ☐☐☐ a) Endings of stories
- ☐☐☐ b) Beginnings of stories
- ☐☐☐ c) Changes in the environment
- ☐☐☐ d) Outcomes of science experiments
- ☐☐☐ e) Behavior of others
- ☐☐☐ f) Consequences of child's own behavior
- ☐☐☐ _____
- ☐☐☐ _____

6. APPLIES INFORMATION TO NEW SITUATIONS

- ☐☐☐ Uses generalizations to justify decisions
- ☐☐☐ Applies information gained in specific situations to solve a related problem
- ☐☐☐ _____
- ☐☐☐ _____

7. SYNTHESIZES IDEAS INTO A NEW FORM OF EXPRESSION

Combines ideas of others with own ideas to

- ☐☐☐ a) Inform others
- ☐☐☐ b) Describe
- ☐☐☐ c) Persuade
- ☐☐☐ d) Impress
- ☐☐☐ e) Entertain
- ☐☐☐ f) Produce original creation
- ☐☐☐ _____
- ☐☐☐ _____

8. EVALUATES

- ☐☐☐ Makes judgments based on own value system
- ☐☐☐ Offers opinion in terms of own judgments
- ☐☐☐ Uses established standards for making judgments about the acceptability of the behavior of others
- ☐☐☐ Uses standards in evaluating own art work
- ☐☐☐ _____
- ☐☐☐ _____

VOLITIONAL AREA

1. DEVELOPS MOTIVATION

- ☐☐☐ Pays attention
- ☐☐☐ Sets goals with teacher
- ☐☐☐ Sets realistic self-goals independently
- ☐☐☐ Perseveres
- ☐☐☐ Makes choices in social situations
- ☐☐☐ Becomes involved in making choices in the learning situation
- ☐☐☐ Delays gratification
- ☐☐☐ _____
- ☐☐☐ _____

COMMENTS

Teacher: _____ Date _____

Teacher: _____ Date _____

Teacher: _____ Date _____

SAMPLE

GROUP CHECKLIST
DEVELOPMENTAL AREAS OF PREREADING

School Year 19 ____ – 19 __

AREA: VOLITIONAL

Teacher: _____

Suggested Coding:

☐ Objective not introduced
☒ Objective partially attained
▨ Objective begun
■ Objective attained

Names of Children	Pays attention	Sets goals with teacher	Sets realistic self-goals independently	Perseveres	Makes choices in social situations	Becomes involved in making choices in the learning situation	Delays gratification

SAMPLE

GROUP CHECKLIST
DEVELOPMENTAL AREAS OF PREREADING

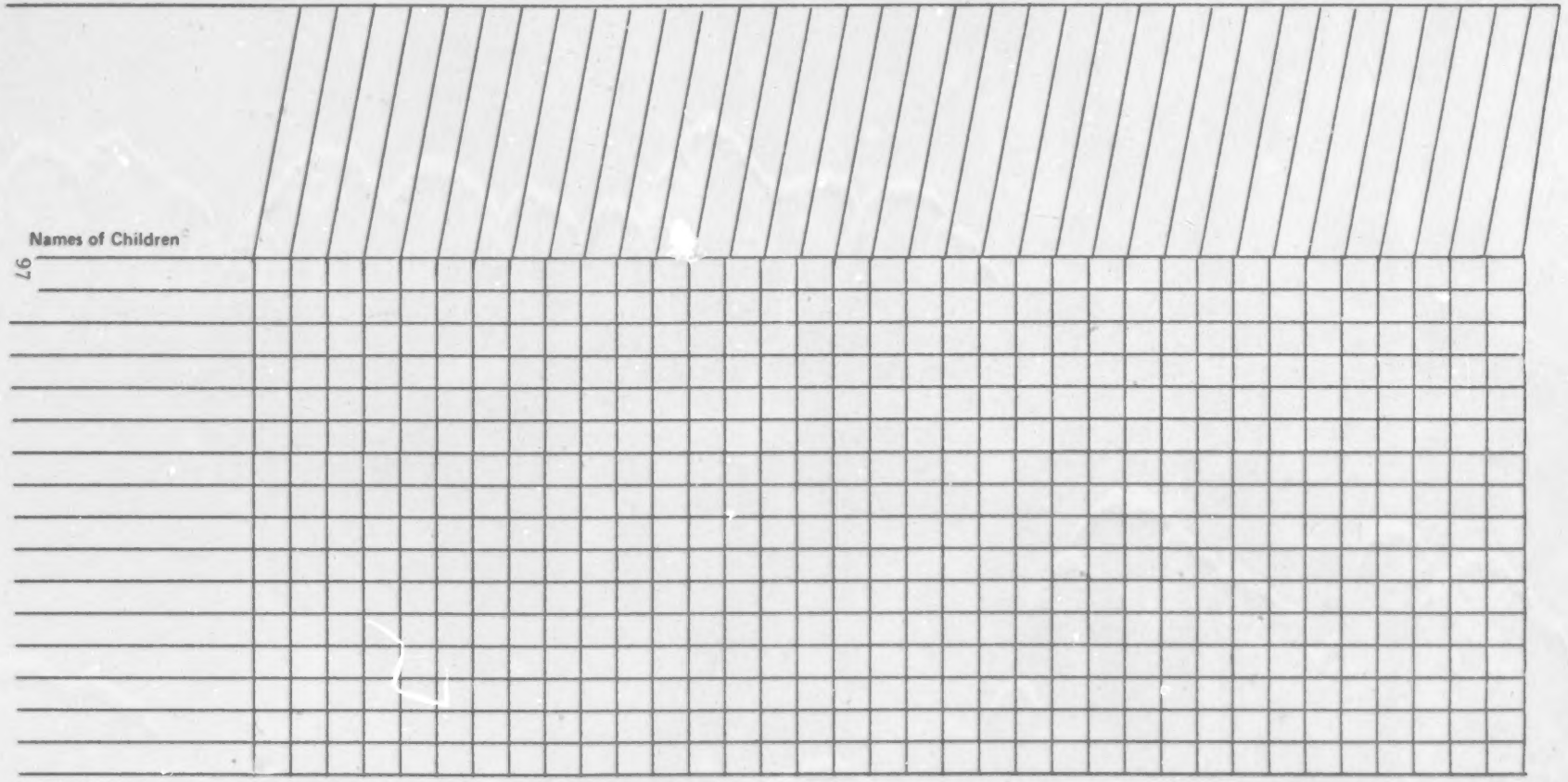
School Year 19 ____ – 19____

AREA:

Teacher: _____

Suggested Coding:

☐ Objective not introduced
☒ Objective partially attained
☒ Objective begun
☐ Objective attained



VIII. PLANNING AND ORGANIZING PROGRAM

The characteristics of the child determine the individual type of program needed. Even though typical levels of development can be observed, each child possesses a personalized timetable of growth. Planning prereading experiences depends upon general knowledge of children, along with awareness of the needs and growth patterns of each child.

The young child does not normally sit for long periods of time. Even though they are active, children tire easily and quiet times are needed. These periods can be in the form of restful offerings such as a record or story to listen to, or a child-sized rocker with a book close at hand to examine.

The child likes to imagine and is amused by stories, poems, finger plays, and problem-solving situations which stimulate creative imagination and often involve fantasy. "Let's pretend" in the early years has many possibilities as teachers stimulate prereading skills by starting stories for children to finish or by setting up situations for role-playing and dramatizing story book characters. *Children are unlikely to become interested in the words on a printed page until they have had extensive opportunity to express their own thoughts and actions and to see these related to the printed word.* Opportunities are needed for children to hear their dictated stories read aloud in order to understand the relationships between talking, writing, and reading. Children listen to other stories and become aware that other authors use many of the same words that they use.

It must be kept in mind that since most young children are energetic and like to be physically involved, opportunities for them to become active participants in learning should be constantly provided. Many activities provide a climate for growth in various areas. For example, as children are constructing in the block center, they are socially, emotionally, physically, and cognitively involved. Physically, they are lifting, reaching, hearing, seeing, and pushing blocks. Other children are usually involved to help plan, finish, or knock down the structure. Verbal and social interaction as well as dramatic play are very much a part of the involvement. When the blocks come tumbling down, the children may classify them according to size and shape for proper storage – discrimination and cognitive skills important for reading. Thus, in educating the young learner, activities can be arranged which help the child to grow in all areas at once. For example, intellectual development cannot be isolated from concern for emotional stability. There is interaction between emotion and intellect; and the younger the child, the more emotionally vulnerable he or she is to an adverse environment. So it is with other combinations of the child's potentialities. *All children in the early years need a supportive, rich, and challenging environment.*

The young child's growth in independence and confidence underlies, and at the same time is enhanced by, the development of skills and the ability to pursue knowledge. Success in whatever is attempted fortifies the child and helps to build up strength to meet the next challenge. These emotional and academic capacities require opportunities to participate in a wide variety of experiences. Successful prereading programs have some common elements. These elements can help enhance a variety of school experiences.

1. There should be opportunities for the child to participate in experiences* such as:

   - interpreting non-verbal language
   - speaking and hearing language in functional discussions
   - understanding that talk can be written down and thus preserved by using letter symbols and words
   - understanding that reading is "talking" that has been written
   - developing basic concepts
   - using media to develop self-expression in music, art, and movement activities
   - dealing with firsthand information
   - using media to reconstruct perceptions of what was seen and done

2. Program characteristics should include:

   - a balance between strenuous motor activities and quiet interest activities
   - adequate equipment, materials, and space for the young child's use both indoors and outdoors
   - stress upon social, emotional, physical, and intellectual development as well as on esthetic development
   - a balance between individual and small group work in contrast to total class activities
   - a climate of acceptance of the child, regardless of personal characteristics or differences

The program will be effective, then, as long as it takes into account and provides adequately for the various educational needs of young children. Each school needs a balanced and integrated design of programs. *A successful program will not come about spontaneously. It is the result of continuous and careful planning on the part of the teacher.*

---

*Experiences and characteristics identified on this page rely heavily on material included in *Basic Propositions for Early Childhood Education*, 1965-66 Membership Service Bulletin I, Copyright by the Association for Childhood Education, International (Washington, D. C., 1965), pp. 10-11.

IX. SUMMARY

A prereading program is designed for children whose developmental levels differ dramatically. Each child follows a natural but unique pattern of growth. All children need certain early experiences before they can take advantage of later experiences. An effective program of preparation for reading will include facilities which encourage a child to explore with a teacher at hand who will provide guidance and ask questions. There must be a balance between independence and the need for help on appropriate occasions.

Abundant exposure to language would be a central goal of such a program. Situations in which children will talk spontaneously are planned. The teacher reads to the children as well as writes down what they say. As children gain in language competence, they approach the time when they are able to learn to read words and comprehend what they have read. Children reach this point at different times. Some are even ready when they first come to school. For this reason, a school program offers a spectrum of activities ranging from concrete experiences to adventures in reading to accommodate the different levels of development of its children.

X. ANNOTATED BIBLIOGRAPHY

PROFESSIONAL MEDIA FOR TEACHERS – ILLUSTRATIVE THEORY BOOKS

Aukerman, Robert. *Approaches to Beginning Reading.* New York: John Wiley and Sons, Inc., 1971.
Reviews over one hundred approaches to reading and classifies them in ten categories. Contains basic ideas and materials for reading instruction. Useful as a quick reference.

Bloom, Benjamin S., ed. *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain.* New York: David McKay Co., Inc., 1956.
Classifies the categories of cognition into a hierarchy of skills. Each behavior includes elements of those previously described and illustrative behaviors for each category. The taxonomy also gives illustrative evaluation tasks for each type of behavior.

De Boer, John, and Dallmann, Martha. *The Teaching of Reading.* (rev. ed.) New York: Holt, Rinehart and Winston, Inc., 1965.
Discusses the relationship of reading and society, child development, and the total school program. Well organized contents with good index.

Hoepfner, Ralph; Stern, Carolyn; and Nummedal, Susan. *CSE-EGRC Preschool/Kindergarten Evaluations.* Los Angeles: U.C.L.A. Graduate School of Education, 1971.
Summarizes the suitability of most available preschool and kindergarten tests. Evaluations are based on the validity of the test as related to a stated goal; appropriateness of the test's visual and auditory format for the age level; usefulness in practical terms of administration, scoring, interpretation and decision-making and reliability for assessing long range stability; how coherently the test assesses some dimension of behavior and alternate form reliability for evaluation of treatment effects.

Holt, John. *How Children Learn.* New York: Pitman Publishing Corp., 1967.
Observations of how children learn through exploration and interaction with their environment.

Hymes, James. *Before the Child Reads.* New York: Harper and Row, Pubs., 1958.
Discusses the program which schools should provide before the child is ready to read. Concepts explained clearly.

Lee, Dorris, and Allen, R. V. *Learning to Read Through Experience.* New York: Appleton-Century Crofts, 1963.
Resource of ideas for teaching reading through daily experiences and for implementing an individualized program. Presents situations that may be used as the basis for a language experience approach. Available in paperback.

Possien, Wilma M. *They All Need to Talk – Oral Communication in the Language Arts Program.* New York: Appleton-Century Crofts, 1969.
Presents a strong rationale for the need of a good developmental language arts program as the basis for a sound developmental reading and writing program. Offers many practical suggestions for implementation from kindergarten through sixth grade. Title speaks for itself.

Weber, Evelyn. *Early Childhood Education.* Worthington, Ohio: Charles A. Jones Publishing Co., 1970.
Deals with diverse philosophies in early childhood education and focuses on three basic values: concern with the individual child; fostering creativity; providing relevance. Reviews the trends, the forces which bring about change, and includes summaries of a variety of programs for infants,

children from two to five, and children in the primary grades. Urges a balanced program which fosters integration of intellectual, physical, and affective growth as a continuous process.

Wilson, Robert, and Hall, Maryanne. *Reading and the Elementary School Child.* New York: Van Nostrand Rheinhold Company, 1972.
Identifies specific reading objectives in terms of attitudes, skills, and understanding. Helps teacher to anticipate skills and understandings necessary for a good developmental reading program. Presents an overview of eleven reading approaches, with comments on the advantages and disadvantages of each. Offers many specific suggestions as to how to teach enrichment activities and remedial instruction. Suggestions for working with parents, reading specialists, and supervisors are included.

PROFESSIONAL MEDIA FOR TEACHERS – ILLUSTRATIVE IDEA BOOKS

Frostig, Marianne. *The Frostig Program for the Development of Visual Perception.* Chicago: Follett Educational Corp., 1964.
Corrective and preventive program for children with specific learning difficulties.

Hutson, Natalie Bovee. *Stage.* Stevensville, Michigan: Educational Service, Inc., 1968.
A collection of writing, staging, planning activities, and ideas to facilitate elementary dramatics.

Lorton, Mary Baratta. *Workjobs.* Menlo Park, California: Wesley Publishing Co., Inc., 1972.
Suggestions for making and utilizing instructional materials. Encourages use of manipulative materials, and fosters skill development and curiosity. Each activity is illustrated and described in detail with ideas for "getting started" and "follow-up."

Montgomery County Public Schools. *A Source Book of Instructional Materials, Project DEMO.* Rockville, Md.: Montgomery County Board of Education, 1972.
Source book is divided into two parts. First section provides sample patterns and directions for making materials. Second section contains phonetic stories and two well-developed social studies units. Pages may be removed from the book and reproduced.

———. *Workbook Supplement to Specific Learning Disabilities Handbook.* Rockville, Md.: Board of Education of Montgomery County, 1970.
Provides patterns for bead, pegboard, puzzle, inch cube, and parquetry block designs for use as part of the Perceptual Skill Training that is outlined in the Handbook.

Novakovick, Harriet, and Zoslow, Sylvia. *Target on Language.* Bethesda, Maryland: Christ Church Child Center, 1973.
Contains 700 activities to develop language skills through curriculum areas and psycholinguistics.

Platts, Mary E. *Create.* Stevensville, Michigan: Educational Service, Inc., 1966.
A teacher's manual of classroom techniques and projects in the field of art.

———. *Launch.* Stevensville, Michigan: Educational Service, Inc., 1972.
Contains hundreds of ideas for activities, with a description of all necessary material, preparation, and an example of how the activity may be presented to a group of students. Contents are divided into areas for large and small muscle development, creative play, learning colors, reading readiness, and easy arts and crafts.

———. *Plus.* Stevensville, Michigan: Educational Service, Inc., 1964.
An accumulation of math projects, games, and activities to stimulate learning.

Platts, Mary E., *et al. Spice.* Stevensville, Michigan: Educational Service, Inc., 1960.
Collection of hundreds of ideas for follow-up activities in reading and language arts. Authors provide a description of the necessary material, illustrated preparation, and suggestions for presentation of each activity.

Roy, Mary M. *Action.* Stevensville, Michigan: Educational Service, Inc., 1967.
Handbook of games, stunts, songs, and activities for a physical education program.

——. *Probe*. Stevensville, Michigan: Educational Service, Inc., 1962.
Experiments, games, and activities to extend and enrich the science program.

——. *Spark*. Stevensville, Michigan: Educational Service, Inc., 1965.
A handbook of activities to accompany and enrich a social studies program.

Russell, David H., and Russell, Elizabeth F. *Listening Aids Through the Grades*. New York: Teachers College, Columbia University, 1971.
Contains practical ideas to help develop listening and comprehension skills in all auditory areas except music.

Stecher, Miriam B. *Threshold Early Learning Library*, Vol. 4. New York: Macmillan Co., 1972.
Joy and learning through music and movement improvisations.

PROFESSIONAL MEDIA FOR TEACHERS – ILLUSTRATIVE FILMS

NOTE: Key to Abbreviations:

b&w – black and white
min. – minutes
n.d. – no date
S. – senior high student aide training
T. – teacher training

Film No.

F-5636 *Blocks, A Medium for Perceptual Learning*
Campus Film, 1969, T. 17 min. color
Describes the perceptual learning inherent in block-building. Focuses on the exploration of form, pattern, and space as the child acquires a foundation for future learning.

F-4800 *From Cradle to Classroom*
McGraw, 1968, T. 50 min. color
Shows how preschool education is having remarkable success in teaching the very young.

F-5204 *The Creative Kindergarten: A Pilot Study on Prevention of Failure in Early Education*
Soundings, 1970, T. 40 min. color
Shows the execution of an individualized program for children in kindergarten in which a teacher works with the child at his own pace and at a task which is meaningful and interesting to him.

F-5634 *Dramatic Play: An Integrative Process for Learning*
Campus Films, 1971, T. 32 min. color
Presents the inherent intellectual, social, and emotional learning in dramatic play and the strategies used by children in dealing with individuals and materials.

F-5261 *Movement Exploration – Physical Education*
Documentary Films, 1971, T. 22 min. color
This film shows the techniques of movement exploration. The film describes the concept in action as it deals with various motor skills and is designed for K-6 teachers, demonstrating a wide range of activities involving primary and elementary children.

F-5458 *Piaget: Classification*
Davidson Films, 1971, T. 17 min. color
Uses a study of the intellectual development of children to illustrate the developmental theory of Jean Piaget. Shows how children respond to tasks that require different mental operations essential to classification.

F-5457 *Piaget: Conservation*
Davidson Films, 1971, T. 25 min. color
Shows children presented with tasks involving conservation of quantity, length, area, and volume, using standard procedures developed by Jean Piaget.

F-5460 *Piaget: Memory and Intelligence*
David on Films, 1971, T. 45 min. color
Shows Jean Piaget presenting his new work on memory and intelligence at the International Congress of Preschool Educational Specialists in Kyoto, Japan.

F-4766 *Primary Education in England*
I.D.E.A., 1970, S. T. 17 min. color
A documentary on the provocative "family grouping" being used in a British infant school. Examines many implications for the future of early childhood education and supports the concept of nongraded schools.

F-5637 *Setting Up a Room: Creating an Environment for Learning*
Campus Film, 1967, T. 27 min. color
Discusses how to plan a kindergarten classroom in order to create a functional, flexible environment for learning.

F-5247 *Summer Children*
California University, 1965, T. 44 min. b&w
A study of the education of disadvantaged children. Examines an experimental language arts program at a university laboratory school with children from a depressed area.

PROFESSIONAL MEDIA FOR TEACHERS – ILLUSTRATIVE KITS

Blake, Rachel G. *Developing Prereading Skills.* New York: Holt, Rinehart and Winston, Inc., 1972. ($27.96, as of May 1974)

Prereading program consisting of over 240 lessons on individual cards. Each card presents a single prereading skill and a procedure for developing it. Major areas included are auditory discrimination; auditory memory; expressive language; fine and gross motor skills; kinesthetic mode; logical thinking; spatial relations; visual discrimination; and visual memory. Each lesson follows the format of stating a behavioral goal; materials needed; procedure; evaluation; variations; and supplementary activities.

Markley, Elaine. *Becoming a Learner.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1972 ($9.95, as of May 1974)

Card file includes activities for fostering gross motor development; auditory perception; visual perception language development; number concepts; and creative expression. Other activities are suggested in a program guide. Cards are color coded according to each area of emphasis.

Monroe, Marion. *Language Activities Kit.* Glenview, Illinois: Scott, Foresman and Co., 1970. ($48.00, as of May 1974)

Kit is intended to help children recognize story sequences, infer beginnings and endings of stories; form plural nouns; recognize the importance of word order; and perceive incongruities. It also provides manipulative materials for developing visual discrimination, picture matching, and geometric form discrimination. Included in the kit are cards, masks, pictures, puzzles, and color shapes.

Reiss, Elayne, and Friedman, Rita. *Alpha Time.* Jericho, New York: New Dimensions in Education, Inc., 1972. ($395.00, as of May 1974)

Kit is intended to help children develop oral communication; dramatic play; oral/aural discrimination; visual discrimination and letter identification; and social living. Materials in the kit are 26 inflatable letter people; records; storybooks; filmstrips; picture cards; books and squares; duplicating masters; game boards; puzzles; and a looseleaf professional guide.

Scott, Richard, and Meyer, Miriam. *Giant Steps: Initial Experiences.* Pleasantville, New York: Reader's Digest, 1972. ($21.50, as of May 1974)

Concepts introduced are matching; sorting; identifying colors; letters and numbers; ordering and sequencing. A large vinyl game board and 26 plastic picture cubes are among several manipulative materials in this early learning module.

INSTRUCTIONAL MEDIA FOR CHILDREN – ILLUSTRATIVE BOOKS

Alexander, Martha. *Out! Out! Out!.* New York: Dial Press, 1968.
"A wordless little book with expressive, action-filled line drawings. When the baby lures a pigeon into the house, bedlam ensues. The baby and his pre-school Big Brother enjoy the commotion as Mother and some other adults try in vain to drive out the intruder. Finally Big Brother, with logic and ingenuity, leads the pigeon to an open window and out!" (p. 447)*

Arkin, Alan. *Tony's Hard Work Day.* New York: Harper & Row, Publishers, 1972.
Any of Alan Arkin's books make marvelous reading. This one concerns a fanciful daydream come true. Tony feels unimportant and unappreciated by his family (as do all children occasionally). He runs away to a meadow, and with hard work (and unbelievable skill for so little a boy) constructs such a fine shelter that his whole family comes to live with him there. He agrees magnanimously in the end to allow them to help him with his work whenever they want to do so.

Averill, Esther. *The Fire Cat.* New York: Harper & Row, 1960.
One day Pickles, a young cat, chases a little cat up a tree. But Pickles can't climb down; so his only friend, Mrs. Goodkind, calls the Fire Department. Joe the fireman takes Pickles back to the firehouse where he learns to be a good fire cat and to make friends with the other cats. Then Pickles has a chance to be a hero. (—adapted from publisher's perspectus)

Belpre, Pura. *Santiago.* New York: Warne, Frederick Co., Inc., 1969.
A small Puerto Rican boy tries to make friends in Kindergarten. (Book is also available in Spanish.)

Bemelmans, Ludwig. *Madeline.* New York: Viking Press, Inc., 1969.
"Madeline is the smallest, bravest and most adventurous of twelve little girls in a Parisian boarding school." (p. 449)*

Bishop, Claire (Huchet). *Five Chinese Brothers.* New York: Coward, McCann & Geoghegan, Inc., 1938.
Five Chinese brothers use all of their special talents to trick the judge who orders one of the brothers executed.

Brenner, Barbara. *Faces.* New York: E. P. Dutton & Co., Inc., 1970.
How are faces the same and yet different? This question is explored in this book.

Bright, Robert. *Georgie and the Magician.* New York: Doubleday & Co. Inc., 1966.
"Worried Mr. Whittaker is supposed to be the magician for a village benefit performance, but it is Georgie, the gentle little ghost, who becomes the star." (p. 451)*

Brown, Margaret Wise. *Runaway Bunny.* New York: Harper Bros., 1942.
"A bunny tries to run away from his mother, but she can always find him." (p. 452)*

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

Buckley, Helen E. *Grandmother and I.* New York: Lothrop, Lee & Shepard Co., 1961.
"A little girl explains that there are times when grandmother's lap is better than that of anyone else." (p. 453)*

———. *Grandfather and I.* New York: Lothrop, Lee & Shephard Co., 1959.
"Grandfather is never in a hurry, and a small boy enjoys walking, stopping and looking when they go out together." (p. 453)*

Burton, Virginia Lee. *Katy and the Big Snow.* Boston: Houghton Mifflin Co., 1943.
"A crawler tractor pushes a snow plow in the winter and saves a city when a heavy snow storm comes." (p. 454)*

———. *Little House.* Boston: Houghton Mifflin Co., 1942.
Awarded the Caldecott Medal, 1943.
"A country house is unhappy when the city with all its houses and traffic grows up around it." (p. 454)*

———. *Mike Mulligan and His Steam Shovel.* Boston: Houghton Mifflin Co., 1939.
"Mary Anne, the steam shovel, is old fashioned, but she and her owner prove they can still dig and be of use in the town of Popperville." (p. 454)*

Ciardi, John. *I Met a Man.* Boston: Houghton Mifflin Co., 1961.
In a note preceding the text, the author says, "These poems were written for a special pleasure: I wanted to write the first book my daughter read herself. To bring them within her first-grade range, I based them on the two most elementary word lists in general use . . . The basic devices of these poems for leading the child to new words are rhyme, riddles, context, and word game."

———. *You Read to Me, I'll Read to You.* Philadelphia: J. B. Lippincott Co., 1961.
Poems that rhyme and some that don't are included in this collection by a talented author. All the poems have the kind of humor that children can relate to.

Clifton, Lucille. *Some of the Days of Everett Anderson.* New York: Holt, Rinehart and Winston, 1970.
This is a beautifully illustrated poetic description of a six-year-old black boy whose life in the city provides many wonders and provokes many questions.

Cohen, Miriam. *Will I Have a Friend?* New York: Macmillan Co., 1967.
This story concerns the universal fear of children entering school in September (Kindergarten, in this case) about making friends. A very naturally told and well-illustrated story about what it takes to be a friend. Interesting side note: It is the father who is the reassuring and interested parent presented.

Cole, William (ed.). *I Went to the Animal Fair.* New York: World Pub. Co., 1958.
A book of animal poems.

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

Daugherty, James Henry. *Andy and the Lion.* New York: Viking Press, 1938.
"Andy wins a lion as a friend and later protects him from people." (p. 456)*

De Regniers, Beatrice (Schenk). *Little House of Your Own.* New York: Harcourt Brace Jovanovich, Inc., 1954.
"The importance of a secret house of one's own as well as suggestions as to where it may be found are explored here in gentle fashion." (p. 457)*

——. *May I Bring a Friend?* New York: Atheneum Publishers, 1964.
"When the king and queen invite a boy to a party every day of the week, he always brings an animal from the zoo – a giraffe or a pink hippo." (p. 457)*

Du Bois, William Pène. *Bear Circus.* New York: Viking Press, 1971.
"When the real teddy bears of Koala Park have their food stolen by grasshoppers, they are saved by the kangaroos. In order to repay the kangaroos, the bears perform a circus for them, seven years later. Then the grasshoppers return." (–from publisher's perspectus)

——. *Bear Party.* New York: Viking Press, 1963.
"Wise Koala bear gives a costume party so that friendship may be restored among the bears." (p. 457)*

Duvoisin, Roger. *Petunia.* New York: Alfred A. Knopf, 1950.
"Even though she cannot read, this silly goose thinks that she will become wise by carrying a book around under her wing." (p. 457)*

——. *Veronica.* New York: Alfred A. Knopf, 1950.
"A hippopotamus wants to be noticed and goes to a city where she is very different!" (p. 458)*

Eastman, Phillip D. *Go, Dog. Go!* New York: Random House, Inc., 1961.
"Zany fun about all kinds of dogs and their doings, ending with a party at the top of a tree!" (p. 458)*

——. *Sam and the Firefly.* New York: Random House, Inc., 1958.
Never in the history of never-never land has there been a twosome like Sam (he's an owl) and the firefly (his name is Gus). And the things this talented firefly can do! With his built-in lighting system, Gus becomes the world's first skywriting firefly. In this book only 195 different words are used. (–adapted from publisher's perspectus)

Ets, Marie Hall. *Gilberto and the Wind.* New York: Viking Press, 1963.
"A very little boy from Mexico finds that the wind is his playmate." (p. 459)*

——. *In the Forest.* New York: Viking Press, 1944.
"A small boy wearing a paper hat and blowing a horn walks through the forest. Several animals join him forming a parade." (p. 459)*

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

———. *Just Me.* New York: Viking Press, 1965.
"A little boy imitates the inhabitants of farmyard and woods but he runs as only he alone can do to meet his father." (p. 459)*

Fatio, Louise. *The Happy Lion and the Bear.* New York: McGraw-Hill Book Co., 1964.
"Two animals who growl and roar at each other discover that they can be friends when they must help Francois, the zoo keeper's son." (p. 459)*

Feelings, Muriel. *Moja Means One.* New York: Dial Press, Inc., 1971.
"This book tells how to count from one through ten in Swahili. Each number is accompanied by a painting depicting aspects of East African life, ranging from a fireside storytelling scene to the types of clothing East African men and women wear." (—from publisher's perspectus)

Fisher, Aileen. *Listen, Rabbit.* New York: Crowell Collier & Macmillan Inc., 1964.
"This is the story in verse of a boy who wants a pet. One day in the fall the boy sees a rabbit. He stands still, watching, hoping. Couldn't a rabbit with such long ears hear a boy's thoughts about making friends? At last spring comes, and the boy goes out on a Saturday morning to look for his rabbit. He finally spies it, and then . . . and then comes a great wonderful surprise for the patient boy!" (—from publisher's perspectus)

———. *Where Does Everyone Go?* New York: Crowell Collier & Macmillan Inc., 1961.
"What happens to everyone? Anyone know? Where in the fall does everyone go? In verse and autumn pictures, a child wonders and explores, questions and finds out why animals disappear at the first hint of winter." (—from publisher's perspectus)

Flack, Marjorie. *Story about Ping.* New York: Viking Press, 1933.
"Ping, the duck, almost ends in the cook pot when he tries to avoid a spanking." (p. 460)*

Flora, James. *Leopold, The See-Through Crumbpicker.* New York: Harcourt Brace Jovanovich, Inc., 1961.
One day when Minerva is eating vanilla cookies and dropping lots of crumbs because her front teeth are missing, hungry see-through crumbpicker named Leopold bumps right into her, so busy is he, picking up the delicious crumbs. Minerva and he become fast friends — until the morning the school door is left open and Leopold goes inside. The further events of that remarkable day — and how Leopold finally becomes visible — are told. (—adapted from publisher's perspectus)

Freeman, Don. *Corduroy.* New York: Viking Press, 1968.
"Corduroy is a bear who once lived in the toy department of a big store. He was waiting for someone to take him home. One day a little girl decides that he is the very bear she has always wanted but her mother says, 'Not today, dear. Besides, he's lost the button to one of his shoulder straps.' Corduroy goes in search of his lost button while the little girl searches for a way to take him home — to be her very own bear." (p. 462)*

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

Gag, Wanda. *Millions of Cats.* New York: Coward McCann Geoghegan, Inc., 1928.
"A very old man and a very old woman want one little cat but find themselves with an overwhelming number of them." (p. 463)*

Gauch, Patricia. *Christina Katrina and the Box.* New York: Coward McCann & Geoghegan, Inc., 1971.
Christina and her friend, Fats, invent many uses for a huge carton. After each disaster to the box, the box is turned ito something new. Good volitional development.

Goodall, John S. *The Adventures of Paddy Pork.* New York: Harcourt Brace Jovanovich, Inc., 1968.
"The story of a beguiling little pig who runs away to a circus, told only in pictures, except for the motto which you see hanging over his bed at night: 'Always try to be good.' Uses a device found in 19th-century picture books of alternate pages cut to half size so that a sense of motion is created. Great appeal for pre-schoolers." (p. 463)*

———. *Shrewbettina's Birthday.* New York: Harcourt Brace Jovanovich, Inc., 1971.
"Without words and using action-concealing half-page inserts, the illustrator tells of the events which occur on the birthday of a young shrew, after an unfortunate beginning when a mouse-thief snatches her purse." (—from publisher's perspectus)

Guilfoile, Elizabeth. *Nobody Listens to Andrew.* Chicago: Follett Publishing Co., 1957.
"A youngster's difficulty in persuading anyone to pay attention to what he has to say is resolved by his surprising statement." (p. 464)*

Heilbroner, Joan. *Robert the Rose Horse.* New York: Random House, 1962.
"Robert is a horse who is allergic to roses. Every time he smells one, he sneezes. He becomes a milk wagon horse and then a riding horse; but his sneezing always causes him trouble. One day when he sees three robbers robbing a bank, his sneezing saves the day; and be becomes a hero." (—from publisher's perspectus)

Hoban, Russell. *Bedtime for Frances.* New York: Harper & Row Publishers, 1960.
A picture book about little Frances, a very human-like badger, who has trouble falling asleep at night because she sees so many things — real and imaginary. (—adapted from publisher's perspectus)

Hoban, Tana. *Over, Under and Through.* New York: Macmillan Co., 1973.
Spatial relationships are presented in imaginative photographs focusing on children and objects illustrating important concepts. There are few words; and those used, are simple and printed in large type. Some concepts included are: against, behind; over, under, through; beside, below; and around, across, between.

Holland, Viki. *We Are Having a Baby.* New York: Chas. Scribner's Sons, 1972.
This book deals with a little girl's experiences with the anticipation and then the actual arrival of a baby brother. All the excitement and the emotional upheaval centering around a new sibling is sympathetically presented. Many primary children will identify with the little girl's feelings.

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Johnson, Crockett. *Harold and the Purple Crayon.* New York: Harper & Row Publishers, 1955.
"A small boy uses his crayon to draw the things he needs as he goes for a moonlight walk." (p. 469)*

Keats, Ezra Jack. *The Snowy Day.* New York: Viking Press, 1962.
"A small boy's delight in a new snowfall is vividly told in words and striking pictures." (p. 470)*

——. *Whistle for Willie.* New York: Viking Press, 1964.
"When a little boy wants terribly to be able to whistle for his dog the way big boys do, he tries very hard to learn how. That's what Peter did. And the story of his trying is told with pictures by the author." (—from publisher's perspectus)

——. *Goggles!* New York: Macmillan Co., 1969.
"Peter, of *A Snowy Day*, and his friend Archie have great plans for some old goggles which they have just found, but the neighborhood bullies have other ideas for the boys and the goggles. However, Peter and Archie, with the help of Peter's dog, Willie, very cleverly outwit the bullies and reach the safety of Archie's house – goggles, Willie and all." (p. 469)*

——. *Over in the Meadow.* New York: Four Winds Press (Scholastic Book Services), 1972.
The old folk song is illustrated dramatically. Here is potential for number review, using this Appalachian folk song about animals and their young.

Kraus, Robert. *The Littlest Rabbit.* New York: Harper & Row Publishers, 1961.
"Everyone and everything is bigger than the Littlest Rabbit, a carrot, a cabbage, and other rabbits, who tease the Littlest Rabbit for being so small. But one day, the Littlest Rabbit is larger than a carrot. Soon he is larger than a cabbage. He now knows how to stop large rabbits teasing a rabbit smaller than a daisy." (—from publisher's perspectus)

——. *Leo the Late Bloomer.* New York: Windmill Books, Inc. (now Intext Press), 1973.
Leo is an animal who is late "growing up." The story concerns the anxious Daddy who watches Leo for "blooming" symptoms and a reassuring Mommy who doesn't worry at all. All parents as well as children should have this book read to them!

Leaf, Munro. *Story of Ferdinand.* New York: Viking Press, 1936.
"A young bull in Spain refuses to fight. Instead, he sits and smells the flowers – until he sits on a bee!" (p. 473)*

LeSieg, Theo. *Ten Apples Up On Top!* New York: Random House, 1961.
"Three bears pile apples on their heads, are chased by an unfriendly bear, and everyone ends up with ten apples on his head." (p. 473)*

Lexau, Joan M. *Emily and the Klunky Baby and the Next-Door Dog.* New York: Dial Press, 1972.
Emily's mother is divorced and, therefore, has more work to do and less time to spend with Emily. The story concerns Emily's feelings of rejection and her overwhelming resentment at having to assume added responsibilities herself (for the Klunky baby). The resolution revolves around success and acceptance of change.

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Lionni, Leo. *Swimmy*. New York: Pantheon Books, Inc., 1963.
"When all his brothers and sisters have been swallowed by a hungry tuna – Swimmy, the only black fish of the entire school, is left alone in dangerous waters! He decides to explore the unknown depths of the ocean until at last he devises for himself and his newly adopted brothers and sisters a safer way to live in this world." (–from publisher's perspectus)

——. *Alexander and the Wind-Up Mouse*. New York: Pantheon Books, Inc. 1970.
Alexander comes to realize that as a real mouse he is not wanted. Watching the attention given by a little girl to his friend the toy mouse, Alexander seeks a change in his own status by visiting his magical friend, a lizard.

——. *Frederick*. New York: Pantheon Books, Inc., 1967.
"While all other field mice store food for the coming winter, Frederick gathers the sun's rays and lazily dreams away the summer. But when all the food is gone and winter seems so cold and gray, Frederick brings out his magic treasures – the warmth of the sun, the colors of the flowers and the poetry of words." (p. 475)*

Lipkind, William. *Finders Keepers*. New York: Harcourt Brace Jovanovich, Inc., 1951.
"Two shaggy dogs, Nap and Winkle, find a bone together and set out to establish ownership by asking advice of passers-by. Only when the bone is taken from them by another dog, do they find a solution to the ownership problem." (–from publisher's perspectus)

Lund, Doris Herald. *I Wonder What's Under*. New York: Parents' Magazine Press, 1970.
This is a fascinating story for children who are ready to grapple with Piaget's concept of conservation of objects. A child and his father discuss and discover what is under the child's bed (dust) and under that (rug) and under that (floor) and so on, down to the foundation of the house.

McCloskey, Robert. *Lentil*. New York: Viking Press, 1940.
"A boy practices playing the harmonica in many places, including the bathtub, and becomes so adept he saves the day when the town band cannot operate." (p. 477)*

——. *Make Way for Ducklings*. New York: Viking Press, 1941.
Awarded the Caldecott Medal, 1942.
"Boston is the setting for this modern classic of a mallard family's search for a home." (p. 477)*

Miles, Miska. *Nobody's Cat*. Boston: Little, Brown & Co., 1969.
"This independent feline is nobody's cat. He can take care of himself. He knows all about trucks, dogs, people and city life. He knows when to run and when to stand his ground. He likes and gets along with children and grownups but refuses to become anyone's pet. Dramatic, realistic illustrations help portray his many moods and show what happens to him during two typical days and nights." (p. 478)*

Mills, Alan. *I Know an Old Lady*. Chicago: Rand McNally & Co., 1961.
Children who enjoy singing about the old lady who swallowed a fly will enjoy this picture book adaptation and singing along from page to page.

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

Palmer, Helen. *Do You Know What I'm Going To Do Next Saturday?* New York: Random House, 1963.

"In this story, a boy fancies himself doing everything he wants to next Saturday such as eating like a horse, flying in jets and helicopters, doing everything the marines do, even walking 100 miles." (—from publisher's perspectus)

Piper, Watty. *Little Engine That Could.* Bronx, New York: Platt & Monk, Inc., 1954.

Silver anniversary edition. When the little red engine breaks down, it needs help to get its cargo for boys and girls over the mountain. Only the Little Blue Engine offers its service. Doubtful at first, but finally with determined and confident effort, the Little Engine pulls the cargo over the mountain. (—adapted from publisher's perspectus)

Rand, Ann. *Did a Bear Just Walk There?* New York: Harcourt Brace Jovanovich, Inc., 1966.

"Who made the footprints on the muddy ground? How can a rabbit know a fox is not his friend? Where does a dog hide a bone? In rhyme and illustrations, this book answers such nature questions." (—from publisher's perspectus)

———. *Sparkle and Spin.* New York: Harcourt Brace Jovanovich, Inc., 1957.

"An original and refreshing attempt in prose and pictures to give young children an awareness of words and their help to him in communication." (p. 484)*

Raskin, Ellen. *Spectacles.* New York: Atheneum Publishers, 1968.

"Iris sees things other people can't. She sees a fire breathing dragon that turns out to be her Great Aunt Fanny and a giant pygmy nuthatch that is only her good friend Chester. When she sees a huge green caterpillar and frightens the teacher, her mother takes her to a blue elephant who prescribes glasses. Now Iris sees things just as they are supposed to look, except for special times when she likes to see 'that red rhinoceros with a tulip in its ear'." (p. 484)*

Rey, Hans Augusto. *Curious George.* Boston: Houghton Mifflin Co., 1964.

"A mischievous monkey who has just come to a city from the jungle, leads his owner, the man with the yellow hat, on a merry chase." (p. 484)*

Sandburg, Carl. *The Wedding Procession of the Rag Doll and the Broom Handle and Who Was In It.* New York: Harcourt Brace Jovanovich, Inc., 1957.

"When the Rag Doll and the Broom Handle are married, everyone comes – the Spoon Lickers, the Tin Pan Bangers, the Chocolate Chins, the Dirty Bibs, the Clean Ears, the Easy Ticklers, and many others. This delightful picture-story book will help introduce the Rootabaga Stories and their mouth-filling, rib-tickling style to many more readers." (p. 431)*

Scott, Ann Herbert. *Sam.* New York: McGraw-Hill Book Co., 1967.

"The moving account of an episode in Sam's life. First his mother, then big brother, then big sister, and finally Father says 'Don't touch!' 'Go away!' In the crisis that follows, the whole family combines to find a job that is just right for Sam. A Negro family depicted in warm illustrations and in a theme of universal significance. Just right for reading aloud." (p. 486)*

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

Seuss, Dr. *The Cat in the Hat.* New York: Random House, 1957.
"A nonsense story in verse about an unusual cat and his tricks which he displayed for the children one rainy day. Can be read by children who are still in the early stages of learning to read. In this book, Dr. Seuss has used only 223 different words, of which at least half should be familiar words to first grade pupils." (—from publisher's perspectus)

——. *One Fish, Two Fish, Red Fish, Blue Fish.* New York: Random House, 1960.
"From here to there, funny things like a Zans, a Gox, a Yink, and Ying are everywhere." (p. 487)*

Shaw, Charles Green. *It Looked Like Spilt Milk.* New York: Harper & Row Publishers, 1947.
"Even though the white picture looks different on every page, it is the last page that has the answer." (p. 488)*

Slobodkin, Louis. *One is Good, But Two are Better.* New York: Vanguard Press, Inc., 1956.
"It takes two to play store, two to play ball, two to play hide-and-seek. This picture book with rhymed text introduces children to the joys of companionship in sharing work and play." (—from publisher's perspectus)

Slobodkina, Esphyr. *Caps for Sale.* New York: Scott Publishing Co., 1947.
"Here is the story of a peddler's efforts to recover his stock of caps from a band of monkeys who had taken them after he fell asleep, leaning against a tree with the caps balanced on his head for safekeeping!" (—from publisher's perspectus)

Sonneborn, Ruth A. *I Love Gram.* New York: Viking Press, 1971.
Fear and impatience grow as Ellie, a little black girl living in a large city, awaits her beloved grandmother's return from the hospital.

Stover, Jo Ann. *If Everybody Did.* New York: David McKay Co., Inc., 1950.
An amusing picture book which portrays the awful results if everyone indulged in some of the less attractive habits of the very young – tracking in mud, slamming doors, and squeezing cats, for example.

Tallon, Robert. *Zoophabets.* Indianapolis: Bobbs-Merrill Co., 1971.
A zany imaginary animal is created for each letter of the alphabet. His food and place of origin also begin with that letter.

Thayer, Jane. *The Blueberry Pie Elf.* New York: William Morrow & Co., Inc., 1961.
A little elf loves blueberry pie but is caught eating the family dessert. His solution to satisfy the family and his own sweet tooth will delight children.

Tresselt, Alvin R. *Rain Drop Splash.* New York: Lothrop, Lee & Shepard Co., 1946.
"There is so much rain that as the rain drops join, they first become a puddle, then a pond, a lake, a river and at last, enter the sea." (p. 491)*

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*This was taken from Mary V. Gaver, *et al.*, *The Elementary School Library Collection* Phases 1, 2, 3, Sixth Edition (Newark, New Jersey: The Bro-Dart Foundation, 1971).

Tudor, Tasha. *First Delights: A Book About the Five Senses* Bronx, New York: Platt & Munk, Inc., 1966.
"Sally, who lives on a farm, hears the first robin in the spring, smells wild roses, touches fat puppies, tastes the Christmas candy cane. Graphic illustrations of all the senses experienced by Sally in a year of her life." (p. 491)*

——. *1 is One.* New York: Walck, Henry Z. Inc., 1956.
"Introduces the numbers from one to 20 in verse and charmingly quaint and delicate illustrations." (p. 491)*

——. *Pumpkin Moonshine.* New York: Walck, Henry Z., Inc., 1962.
A reissue of the title first published 1938 by Oxford. Illustrated by the author. The tale of a little girl who looks for the biggest pumpkin on the farm to make a pumpkin moonshine (i.e., lantern). She has quite a time transporting it to her grandad; but she manages with the help of gravity, and he makes it into the scariest pumpkin face possible. (—adapted from publisher's perspectus)

Tworkov, Jack. *Camel Who Took a Walk.* New York: Dutton & Company, Inc., 1951.
"Day is just beginning when the unsuspecting camel walks slowly down the path where other creatures are lying in wait." (p. 492)*

Udry, Janice May. *Glenda.* New York: Harper & Row Publishers, 1969.
"Glenda is a witch, and her favorite hobby is changing herself into things. One day, feeling restless, she watches some children rushing home from school. Then and there she decides to change herself into a little girl. But being a little girl — and not being able to use her magic when others are around — is harder than Glenda imagined." (—from publisher's perspectus)

——. *Let's Be Enemies.* New York: Harper and Row Publishers, 1961.
"John is unhappy because his friend is too bossy and when he tells him this, the two boys say they will stop being friends." (p. 492)*

Ungerer, Tomi. *Crictor.* New York: Harper & Row Publishers, 1958.
Madame Bodot teaches school in a peaceful French village. Her son sends her a baby boa constrictor which she names Crictor. He grows to be an affectionate and lovable pet. Crictor attends his mistress's classes . . . Life goes on happily for Madame Bodot and her long friend. Then one night, a burglar breaks into their house. Crictor's quick thought and action saves the day. (—adapted from publisher's perspectus)

——. *The Three Robbers.* New York: Atheneum Publishers, 1962.
Illustrated by the author, this is a droll story about three wicked-looking robbers who spend all their time accumulating gold until a little girl asks them why they do it. Realizing the lack of purpose in their endeavors, they renounce their evil ways and turn to caring for orphans.

——. *One, Two, Where's My Shoe?* New York: Harper and Row Publishers, 1964.
A wacky game of hide-and-seek for a child is on each page. The reader must discover the location of a shoe hidden in each picture.

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Viorst, Judith. *The Tenth Good Thing About Barney.* New York: Atheneum Publishers, 1971.
Barney, a pet cat, has died. The family directs the little boy to make a list of ten good things about Barney. This suggestion is a good focus for small children who suffer the loss of a pet.

——. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.* New York: Atheneum Publishers, 1973.
Alexander's bad day includes normal six- or seven-year-old frustrations all happening in one day. They range from his Mom's forgetting to put dessert in his lunch bag to being the only one in his family to have a cavity when they visit the dentist. Children respond instantly to Alexander's traumatic experiences and stories of their own "terrible, horrible, no good, very bad" days naturally follow.

Waber, Bernard. *Ira Sleeps Over.* Boston: Houghton Mifflin Company, 1972.
Ira wants to take his teddy bear when he goes to a friend's house to sleep. However, he fears his friend's scorn, so he leaves it home. When Ira becomes aware that this need for reassurance is natural and nothing to be ashamed of, he returns to get his bear.

Yurdin, Betsy. *The Tiger in the Teapot.* New York: Holt, Rinehart & Winston, Inc., 1968.
"When a tiger is found in the family teapot, the family pleads, orders, and threatens him; but the tiger just stays where he is. The problem is at last solved by Littlest Sister Josie." (–from publisher's perspectus)

Zion, Gene. *Harry the Dirty Dog.* New York: Harper & Row Publishers, 1956.
"A white dog with black spots hates baths and runs away. He returns in such a sad condition that even the family do not recognize him." (p. 496)*

Zolotow, Charlotte. *The Quarreling Book.* New York: Harper & Row Publishers, 1963.
A small picture book about how the rain makes the day gray, and the gray day makes tempers black in the James family . . . Only the dog seemed unaffected by the weather. And so it is he who starts everything off again – but this time on the right track. (–adapted from publisher's perspectus)

——. *William's Doll.* New York: Harper and Row Publishers, 1972.
William's desire for a doll is ridiculed by many. However, an understanding grandmother realizes that boys might want to practice being fathers as much as girls might want to practice being mothers.

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NOTE: Key to Abbreviations

b&w – black and white
I – intermediate
J – junior
K – kindergarten
min. – minutes
n.d. – no date
P – primary
S – senior high student aide training
T – teacher training

AFFECTIVE AREA

F-5281 *Evan's Corner*
BFA, 1970, K, P, I. 24 minutes, color
Shows through dramatized events in a black boy's life that we cannot live alone in a "corner," but must be willing to step out and help others.

F-4762 *J. T.*
Carousel, n. d., K, P. 51 minutes, color
A story of a little Harlem boy who learns that other persons care for him. People in his neighborhood console him on his loss of two companions – a transistor radio and a cat.

F-5418 *Tammy the Toad*
Bailey, 1968, K, P. 12 minutes, color
A story about Tammy, a child toad, who decides to leave home in order to achieve rightful appreciation. An adaptation of the parable of the prodigal son.

F-6043 *Tom Thumb in King Arthur's Court*
Coronet, n. d., K, P, I. 16 minutes, color
Traces the career of the legendary Tom Thumb from his birth in the heart of a rose to the day when he is made a knight of the round table. Points out that valor is not a matter of size but one of spirit.

F-5791 *What To Do About Upset Feelings*
Coronet, 1964, K, P. 11 minutes, color
Uses three parallel situations to show how children overcome their upset feelings.

PSYCHOMOTOR AREA

F-4450 *Rope Jumping*
Film Associates, 1968, K, P. 12 minutes, color
Illustrates basic and advanced skills in rope jumping, including basic movements for beginners. Shows how rope jumping activities can be done alone, with a partner, or with several other people.

PERCEPTUAL AREA

Auditory

F-4807 *Learning With Your Ears*
Coronet, 1967, K, P. 11 minutes, color
Pictures a game of blind man's bluff to illustrate that the loudness, pitch, and tone of sounds convey information about the size, power, speed, and distance of objects.

F-4586 *Listening*
Churchill Films, 1968, K. P. 14 minutes, color
Four children tell about their listening experiences in an underpass, in a gas station, in a dream, and in a chicken yard.

Visual

F-4808 *Learning With Your Eyes*
Coronet, 1967, K, P. 11 minutes, color
Utilizes a variety of scenes to highlight the value of sight and the importance of looking carefully at things. Points out the use of binoculars and magnifying glasses. Explains how to judge sizes, shapes, and colors.

F-5167 *The Educated Eye*
Bailey, 1970, K, P, I, J, S, T. 11 minutes, color
Shows that visual awareness can be learned or acquired through a creative eye. Explores many ways of seeing. Stresses importance of looking at the world and its details with care and scrutiny.

Other Sensory Areas

F-4357 *Learning With Your Senses*
Coronet, 1967, K, P. 11 minutes, color
Indicates how each one of the five senses contributes to our knowledge of the world around us.

COGNITIVE AREA

F-5807 *A Is For Alphabet*
Coronet, 1971, K, P. 11 minutes, color
Alphabet with rhymes and cue cards or cue pictures and words. Reinforces sounds and sequence.

F-5419 *Communications*
Bailey, 1969, K, P. 9 minutes, color
Explains how communication takes place through the use of symbols, sounds, gestures, facial expressions, and written and spoken words. Incorporates pictures, words, computers, telephones, mail, TV, radio.

F-5032 *Ducks*
ACI, 1970, K, P. 8 minutes, color
A rhyming song about ducks which teaches many basic concepts such as around, alone, beyond, beside, tall, crowd, etc.

VOLITIONAL AREA

F-0961 *A Boy of the Circus*
Coronet, 1956. P. 18 minutes, b&w
Shows setting up circus; highlights certain acts; and tells of a boy whose family were circus people, who wanted to be part of an act on opening night. His friend, Willie, the clown, helps him by making him up. Stresses importance of practice and everyone working together.

F-5007 *Getting Ready for School*
Marvin Glock, Prof. Ed. Psych., Cornell University. 10 minutes, color
Ricky, a child of about second grade level, stays up late at night and doesn't do his homework. Is late for school. Lesson: Plan time well.

F-5286 *Sorcerer's Apprentice*
Coronet, 1970. 14 minutes, color
Retells with puppets the tale of the sorcerer's apprentice in a musical fantasy based on Dukas' composition by the same name.
A magic spell is cast on a broom. What spell will undo the magic? Inspires thinking to solve a problem. Lesson: Don't look for lazy ways out of doing your work; don't shirk your responsibility.

INSTRUCTIONAL MEDIA FOR CHILDREN – ILLUSTRATIVE FILMSTRIPS

Family Series – Family Living Set. New York: McGraw-Hill Films, n.d. Filmstrip.
Controlled vocabulary suitable for very young children. This series of eight filmstrips develops concepts about the family. It examines: how families meet their needs; their roles as consumers; their roles as producers; making decisions; how families protect themselves; how families enjoy themselves; and how families make rules and plans.

Family Series – Family and Services Set. New York: McGraw-Hill Films, n.d. Filmstrip.
Series of filmstrips develops concepts of what community services are used by families; (e.g., shopping centers, delivery people, repair people, city workers.)

The Happy Lion Series. New York: McGraw-Hill Films, n.d. Sound/Filmstrip.
Series is presented in two sets of four filmstrips each. Each is a reproduction of a story written by Louise Fatio and illustrated by Roger Duvoisin.

Hutchins, Pat. *The Surprise Party.* Weston, Connecticut: Weston Woods, 1972. Sound/Filmstrip.
Verbal invitations to an animal party provide a surprise for everyone. Misinterpretation of what is said causes changes in meaning such as "I'm having a party tomorrow," becomes "Rabbit is hoeing the parsley tomorrow."

Kraus, Robert, and Aruego, José. *Whose Mouse Are You?* Weston, Connecticut: Weston Woods, 1972. Sound/Filmstrip.
Series of rhyming questions and answers about the mouse's family.

Listening, Looking, and Feeling. Cincinnati: BFA, n.d. Sound/Filmstrip.
Series of four filmstrips entitled "The Beach," "The City," "Wind and Rain," and "Let's Fly." Each strip begins with a question about what the viewer sees and hears and the feelings he experiences in the situation. There is no further narration, as the sound track is composed entirely of music and appropriate sound effects.

Sights and Sounds Filmstrip Series. New York: McGraw-Hill Films, n.d. Sound/Filmstrip.
Six filmstrips constructed to help students make accurate audio-visual discriminations and to identify sounds and sights. Filmstrips have captioned and uncaptioned stories and review sections. Records may be used in any number of combinations with the captioned, uncaptioned or review portions of the filmstrips.

Educational Activities. *Sensorimotor Training in the Classroom.* New York: Educational Activities, Inc., n.d.
Various types of music and songs are used to help develop body image; laterality; directionality; basic movements; physical fitness; ocular training; and auditory discrimination. Manual is included.

Jenkins, Ella. *You'll Sing a Song and I'll Sing a Song.* New York: Folkways Records, 1971.
Ella Jenkins leads the Urban Gateways Children's Chorus through 15 songs and rhythm exercises that encourage active participation. Songs from many cultures include "Shabot Shalom," "This Train," and "Dulce Dulce."

Palmer, Hap. *Learning Basic Skills through Music – Volumes 1 and 2.* New York: Educational Activities, Inc., n.d.
Numbers, colors, and the alphabet are presented in a contemporary music-rhythmic teaching program that is suitable for preschool and early primary children. Body awareness is stressed. Little teacher direction is needed. A manual is included. Teacher's illustrated songbook is available.

——. *Simplified Folk Songs.* Deal, New Jersey: Kimbo, 1973-1974.
Rhythmic folk songs are taught verse by verse. Songs are simple and repetitive.

Stallman, Lou. *Pre-Square Dance.* Deal, New Jersey: Kimbo, 1973-1974.
Introduces the skills needed in group work and organized dance activities – making a circle; cooperating with a partner; taking turns; responding rhythmically to various kinds of music; listening carefully; and following directions.

INSTRUCTIONAL MEDIA FOR CHILDREN – ILLUSTRATIVE STORY AND POEM RECORDINGS

Andersen, Hans Christian. *The Little Match Girl and Other Tales.* Paramus, New Jersey: American Library and Educational Services Company, 1972.
Boris Karloff narrates the title story, "The Swinesherd," "The Top of the Ball," "The Red Shoes," and "Thumbelina."

——. *The Ugly Duckling and Other Tales.* New York: Childcraft, 1973-1974.
Boris Karloff narrates the title story and six others that include "The Princess and the Pea" and "The Fir Tree."

Barrie, Sir James M. *Peter Pan.* New York: Childcraft, 1973-1974.
Glynis Johns narrates *Peter Pan.*

Ciardi, John. *You Know Who, Fiddler Dan and John J. Plenty, and Other Poems.* New Rochelle, New York: Spoken Arts, Inc., n.d.
John Ciardi narrates his two most recent series of children's poems.

——. *You Read to Me, I'll Read to You.* New Rochelle, New York: Spoken Arts, Inc., n.d.
John Ciardi reads poems to his children and they read to him. Included are Ciardi's poems "Mr. Cat," "Mrs. Lick-A-Chin," "What Did You Learn at the Zoo," "A Warning About Bears," and "At the Farm."

Kipling, Rudyard. *Just So Stories,* Vol. I. New Rochelle, New York: Spoken Arts, Inc., n.d.
Jill Balcon and Robert Speaight narrate "How the Whale Got His Throat," "How the Camel Got His Hump," "How the Rhinoceros Got His Skin," and "How the Leopard Got His Spots." Vol. II is also available.

Wilde, Oscar. *Fairy Tales.* New Rochelle, New York: Spoken Arts, Inc., n.d.
Arthur Luce Klein and Frank Pettingell narrate "The Happy Prince" and "The Remarkable Rocket."

INSTRUCTIONAL MEDIA FOR CHILDREN – ILLUSTRATIVE KITS

Focus on Self-Development – Stage One: Awareness. Chicago: Science Research Associates, Inc., 1972. Kit.

Developmental program designed for kindergarten through second grade. Topics include self-concept development; awareness of the environment through the senses; socialization; sharing; and problem solving. Teacher's guide contains activities, discussion topics, and unit plans. Kit includes filmstrips; records; pupil activity book; photoboards of realistic situations.

Literature for Listening and Reading Series. Cincinnati: BFA, n.d. Record/Book.

Series is divided into four sets of several books and records. Title of each set indicates the thinking skill being developed; (e.g., Unit 1 – Rules and Reasons; Unit 2 – Solving the Problem; Unit 3 – Here and There, Now and Then; and Unit 4 – Could It Happen?)

Martin, Jr., Bill (ed.). *The Owl Program.* New York: Holt, Rinehart and Winston, Inc., 1973. Books.

Books provide individualized reading materials designed to supplement and extend children's learning activities in the primary areas of instruction: arithmetic, literature, science, and social studies. Starting at the prereading level, these books extend to sixth grade reading level.

Martin, Jr., Bill, and Brogan, Peggy. *Sounds of Language Readers,* (Rev. ed. 1970-73.) New York: Holt, Rinehart and Winston, Inc., 1973. Books/Cassettes.

Reading series is based on the premise that language is learned first in the ear, then in the eye; that sentence sounds are more important than word sounds; and that a reading selection should be taught as a total linguistic experience from which children can analyze language and verbalize their understanding of how it works. Children first listen to Bill Martin as he reads; then they read with him; and, finally, they read by themselves.

Read Along – Read Alone. Glenview, Ill: Scott Foresman and Co., 1972. Records/Books.

Set includes a 33-1/3 LP record or cassette for each of the twenty books. The child listens and follows along. Frequently the child moves from reading along to reading alone. The books are well-known trade books with large print. Instruction Booklet contains a synopsis of each book.

Tadpole Set 1 and Tadpole Set 2. Chicago: Denoyer-Geppert Audio Visuals, n.d. Filmstrip/Record.

Series uses an integrated approach to social studies, math, science, and language arts. Both sides of the records are matched to a single filmstrip, with one side having an audible signal to advance the film. Tadpole Set 1 is titled "Concepts of motion and space; time and change." Tadpole Set 2 is called "Relationships of space and size; concepts of locomotion and direction." Sets provide opportunity for developing an awareness of the environment.

INSTRUCTIONAL MEDIA FOR CHILDREN – ILLUSTRATIVE MANIPULATIVE MATERIALS

Association Picture Cards I and II. Chicago: Developmental Learning Materials, 1972. Kit.
Set of cards. Helpful in developing the ability to name two items and state their relationship to each other in space; (e.g., "The clock is on the steeple.") Series II is an extension of Series I. Each box contains 30 cards printed on heavy tag stock. (psychomotor, cognitive)

Association Picture Cards III. Chicago: Developmental Learning Materials, 1972. Kit.
Set of 30 pictures consists of 4½ in. x 12 in. sturdy, varnished, and easy-to-handle cards. On each card are four objects, one of which is not in the same category as the other three. The child selects the object that does not belong and tells why the other three belong in the same group. (cognitive)

Cuddly Kitty. Chicago: Developmental Learning Materials, 1972. Kit.
Pet with snap-on legs, button-on arms, a head that hooks on, a bright relacing and tying vest, a shiny buckle, and a zipper that opens and closes on the kitten's back. (psychomotor, cognitive)

Directional Mat. Boston: Teaching Resources Corp., 1973. Floor Mat.
Heavy canvas mat is 6 ft. 6 in. x 4 ft. 8 in. Directional Mat activities require the integration of visual and auditory abilities with gross-motor activity, thereby developing a large number of skills including attention; concentration; body image, laterality; spatial relationships; memory; sequencing; and expressive language. (psychomotor, cognitive)

Familiar Sounds. Chicago: Developmental Learning Materials, 1972.
Tape containing 50 familiar sounds such as the voices of a man, a woman, a child; a dog barking; a bell ringing, etc. Fifty flash cards are included to be used to teach auditory discrimination and identification. (auditory discrimination, cognitive)

Eight Fantasy Characters with Puppet Stand. Washington, D. C.: Childhood Resources, Inc., 1974-75. Kit.
Hand puppets whose features lend themselves to a variety of dramatization. (affective, psychomotor, cognitive)

Letter-Picture Solitaire. Boston: Houghton Mifflin, n.d. Kit.
Game reinforces learning of beginning sound association. Game has ring binders and sets of cards. Cards are stacked on the posts on the ring binder. On the first post are letter cards. The other four posts contain picture cards. The idea of the game is to show an object in each of the four picture stacks that begins with the sound represented by the exposed letter. The game is self-checking as the correct four pictures appear on the back of the letter card. (auditory discrimination, cognitive)

Look Alikes. Boston: Teaching Resources Corp., 1973. Kit.
Kit aids in development of fine visual discrimination skills. There are twelve sets of 24, two-inch "observation test" cards. The basic design in each set is the same with only minor differences in position or orientation of detail. Difficulty is increased between sets, with the number of significant details to be noted and the number of differences between each pair identified. (visual discrimination)

Pipe Construction Sets. Winston-Salem, N.C.: Kaplan School Supply Corp, n.d. Kit.
Rust-resistant pipes come in a variety of shapes that encourage imaginative use while helping the student develop fine motor skills; awareness of spatial relationships; a sense of balance; opportunities for planning a project; and self-evaluation of the finished product. Sets include wooden storage containers. (psychomotor, cognitive, volitional)

See-Into Puzzles. New York: Childcraft Education Corp., 1973-74. Kit.
Four kits of 8½ in. x 10 in. enamel plywood puzzles. Three of the puzzles feature room settings. Lifting up knobbed covers reveals the room's contents -- a section of each room at a time. The fourth puzzle is a winter outdoor scene, and the concealed pictures depict what happens in spring. (cognitive)

See-Quees. New York: Childcraft Education Corp., 1973-74. Kit.
Kits are divided into a nature series and common social experiences. The story-boards consist of a series of removable pictures to be arranged in proper sequence. (cognitive)

Small Parquetry Blocks with Pattern Cards. Boston: Teaching Resources Corp., n.d. Kit.
Set of 70 sequenced pattern cards 8½ in. x 5½ in. in color. Two sets of 24 parquetry pieces in three shapes and four colors, to be placed on pattern cards. (visual discrimination, psychomotor)

The Counting Box. New York: Childcraft Education Corp, 1974. Kit.
Box has slotted lid for a number plaque (numerals on one side, dots on other). Smaller painted picture plaques slide through slots into the box which has compartments for easy checking.

Who Said It? New York: Educational Activities, Inc., n.d. Record.
Program developed to aid students in listening, discrimination, and making decisions on the basis of what they hear. Four situations are presented that require the pupil to listen, to discriminate, to decide, and to answer. Response may be oral or with Picture Response Cards included in kit. (auditory discrimination, cognitive)